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THE
MODERN
PRONOUNCING
SPELLER

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THE

MODERN PRONOUNCING SPELLER

BY

J. N. HUNT AND H. I. GOURLEY



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PREFACE.

WHILE spelling, or the method of representing words by letters, is important, it is only one of the essentials in the mastery of words. Words are spoken many more times than they are written, therefore the teaching of correct pronunciation is quite as important as the teaching of spelling. The school must correct many inaccuracies in the pupil's vernacular. So long as hundreds of words are persistently mispronounced in conversation, just so long will there be necessity for careful and persistent drills in pronunciation.

The Modern Pronouncing Speller affords such drills. It differs from nearly all other recent text-books of its class in the fact that it provides, not only for the spelling, but also for the thorough study of the *pronunciation, meaning, and use* of some 9000 words.

In indicating pronunciation nothing is left to chance. Throughout this book silent letters are italicized, words are syllabified, and, by the use of the diacritical markings of Webster's "International Dictionary," the pupil is afforded a means of determining correct pronunciation from its pages. On page 128 will be found the first of a series of special lessons, unique and systematic in arrangement, which direct attention to 1200 words that are likely to be mispronounced.

The anomalies of English spelling are various and important. For this reason the ability to spell fairly well is usually acquired at the expense of time and hard study. The perplexity of the learner is to be expected when he is confronted with such words as the following: *cough, rough, bough, though, trough, through*. In each of these six words the same literal combination, *ough*, is found; and yet in no two does it represent the same phonic equivalent. Indeed, the *silent* letters and the *variable* letters play an important part in English spelling, and are the chief causes of its difficulty. While anomalies exist, it must not be forgotten that most English words follow the analogies of the language, and are uniform in phonetic and literal representation; that is, the spoken word suggests its written form, and the written word indicates its phonic equivalent. These analogies are clearly brought out in the exercises of this book.

Besides, due attention has been given to the *meaning, use, and origin* of words. Dictation exercises throughout the book illustrate the use of many words. The directions at the close of many lessons call for much work on the part of the pupil in writing *original sentences*, in writing the *grammatical forms* of words, and in *Word Building and Word Analysis*.

Prefixes and Suffixes receive due attention, and their use and meaning are illustrated in some 1800 words. By their topical arrangement, the meaning of 2500 words is suggested. The derivation of nearly 1000 words is indicated, so that the pupil is taught something of the sources and history of the English language.

LETTERS AND SOUNDS.

An **Elementary Sound** is the simplest sound of spoken language.

There are *twenty-six* letters in the English alphabet, and *forty-four* elementary sounds in the language; therefore, some letters must represent more than one sound.

Letters are of two classes, **Vowels** and **Consonants**.

A *vowel* is a letter which represents a vocal sound.

A *consonant* is a letter which represents a subvocal or aspirate sound.

A, e, i, o, u, and sometimes **w** and **y**, are vowels; the other letters of the alphabet are consonants.

In this book certain distinguishing characters are employed, so that the various sounds represented by a letter are indicated to the eye. The characters used for this purpose are called **Diacritical Marks**.

TABLE OF DIACRITICAL MARKS.

Marks.	Names.	Indicates the sound of
—	Macron	long ā, ē, ī, ō, ōō, ū, and ū.
—	Modified Macron .	modified ā, ē, ī, ō, ū, and ū.
˘	Breve	short ă, ă, ī, ō, ōō, ū, and ū.
^	Circumflex	â, ê, ô, û as in âir, êre, fôr, cûr.
••	Dots above	ä, ï as in stär, police.
..	Dots below	ä, ö, ü as in all, dö, rude.
·	Dot above	ä, ö, ñ as in task, sôme, ñem.
·	Dot below	a, o, u as in what, wolf, put.
~	Tilde	ä, ă, ī, ō, ū as in lî'är, vêrge, thîrst, æ'tôr, mŷrrh.
—	Lower Bar	n, e as in drink, they.
—	Suspended Bar	ş, x as in has, exist.
—	Transverse Bar	e, th as in ean, thine.
·	Cedilla	ç as in çite.
Italics indicate silent letters, as g and h in sight.		

SYLLABLES AND ACCENT.

The part of a word uttered by a single impulse of the voice is called a **syllable**.

A **monosyllable** is a word of one syllable.

A **dissyllable** is a word of two syllables.

A **trisyllable** is a word of three syllables.

A **polysyllable** is a word of four or more syllables.

The greater force or stress of voice applied to a certain syllable of all words of two or more syllables is called **accent**. In the exercises in this book, the accented syllable is indicated by this mark (') placed to the right and above it.

The vowels in unaccented syllables are not uttered with the same force and distinctness as those in accented syllables,—a disregard of this fact sometimes results in an over preciseness of enunciation amounting to an error.

In this book, the modified sound of the regular long vowels in unaccented syllables is indicated by this mark (—) placed over the letters; but, in the case of the other vocal sounds, no distinction is made in the diacritical markings of accented and unaccented syllables.

A smooth and accurate pronunciation can only be acquired by giving due attention to both accented and unaccented syllables, and by imitating the speech of correct speakers.

WORDS CLASSIFIED.

A **Primitive** word is one which is not derived from any other word in the language; as *boy*, *girl*.

A **Derivative** word is one which is formed from a primitive word by changing its form; as *boyish*, *girlhood*.

Synonyms are words of the same or similar meaning; as *bard*—*poet*. (See pages 60, 62, 64.)

Homonyms are words having the same sound and spelling, but differing in meaning; as the noun *bear* and the verb *bear*. (See page 132.)

Homophones are words agreeing in sound, but differing in spelling and meaning; as *ate* and *eight*. (See page 53.)

KEY TO PRONUNCIATION.

TABLE OF VOCALS.

Name.	Marked	Name.	Marked
Long a ,	as in ate, ā	Long i ,	as in ice, ī
Italian a ,	" arm, ä	Short i ,	" it, ī
Broad a ,	" all, ă	Long o ,	" old, ō
Short a ,	" at, ă	Short o ,	" on, ǒ
Flat a ,	" air, â	Long oo ,	" boot, ōō
Short Italian a ,	" ask, à	Short oo ,	" foot, ǒō
Long e ,	" eat, ē	Long u ,	" use, ū
Short e ,	" end, ě	Short u ,	" up, ū
Tilde e ,	" earn, ē	Circumflex u ,	" urge, ū

Diphthong **oi**, as in oil, unmarked.

Diphthong **ou**, as in our, unmarked.

EQUIVALENTS OF VOCALS.

Marked		Marked	
a ,	like ö, as in what, å	o ,	like a, as in or, ö
a ,	" ě " liar, ä	o ,	" ě, " actor, ö
e ,	" â, " where, ê	u ,	" ōō, " rule, ū
e ,	" ā, " they, e	u ,	" ōō, " full, ū
i ,	" ē, " valise, ï	y ,	" ī, " my, y
i ,	" ě, " girl, ī	y ,	" ī, " hymn, y
o ,	" ū, " son, ö	y ,	" ě, " myrrh, y
o ,	" ōō, " do, ö	oy ,	as in boy = oi.
o ,	" ōō, " wolf, ö	ow ,	" owl = ou.

The modified long vowel sounds, occurring in unaccented syllables, are indicated by the modified macron (—); as in ad'äge, è vent', i de'a, ö bey', ū nite', hŷ e'na.

TABLE OF SUBVOCALS.

b,	as in	bat, unmarked	ng,	as in	sing, unmarked
d,	"	dig, "	r,	"	rat, "
g,	"	go, "	v,	"	vat, "
j,	"	jug, "	w,	"	we, "
l,	"	lip, "	y,	"	yet, "
m,	"	man, "	z,	"	zone, "
n,	"	not, "	zh,	"	azure, "

th as in the, marked th.

TABLE OF ASPIRATES.

f,	as in	fan, unmarked	t,	as in	tin, unmarked
h,	"	hat, "	th,	"	thin, "
k,	"	kind, "	sh,	"	she, "
p,	"	pin, "	ch,	"	child, "
s,	"	sit, "	wh,	"	when, "

EQUIVALENTS OF SUBVOCALS AND ASPIRATES.

Marked			Marked		
c, like s, as in nice,	ç		n, like ng, as in think,	n	
c, " k, " cat,	e		s, " z, " has,	§	
ch, " sh, " chaise,	çh		g, " j, " age	g	
ch, " k, " school,	eh		x, " gz, " exist,	x	

c, unless before h or k = sh, as in ocean, unmarked.

ph, like f, as in phrase, unmarked.

qu, like k, as in piquant, marked qu.

qu, like kw, as in quite, unmarked.

THE ALPHABET.

<i>Script.</i>	<i>Roman.</i>	<i>Script.</i>	<i>Roman.</i>
A	a	A	a
B	b	B	b
C	c	C	c
D	d	D	d
E	e	E	e
F	f	F	f
G	g	G	g
H	h	H	h
I	i	I	i
J	j	J	j
K	k	K	k
L	l	L	l
M	m	M	m
N	n	N	n
O	o	O	o
P	p	P	p
Q	q	Q	q
R	r	R	r
S	s	S	s
T	t	T	t
U	u	U	u
V	v	V	v
W	w	W	w
X	x	X	x
Y	y	Y	y
Z	z	Z	z

1 2 3 4 5 6 7 8 9/0

MODERN PRONOUNCING SPELLER.

PART I.

Lesson 1.

Sounds of "long a" and "short a."

rate	rat	mane	man
mate	mat	made	mad
fate	fat	tape	tap
hate	hat	pane	pan

DIRECTION: Spell words by sound and letter.

Lesson 2.

The *macron* (-) marks "long a."

nāme	bāke	sāve	pāle
sāme	māke	pāve	sāle
lāme	tāke	gāve	tāle

name same lame

Lesson 3.

The *breve* (~) marks "short a."

sănd	flăg	slăp	stăg
lănd	flăt	slăb	snăg
hănd	flăp	glăd	snăp

sand land hand

Lesson 4.

Silent letters in *italic* form.

plāy	tail	pāin	pāid
pray	sail	rain	laid
gray	mail	gain	jail
play	tail	pain	paid

Lesson 5.

Sound of "long e."

ēar	dēar	fēar	fiēld
ēast	near	feast	briēf
sēat	year	beast	griēf
ear	dear	fear	field

Lesson 6.

Sound of "short e."

běst	rěst	kěpt	swěpt
nest	west	sent	slept
vest	bled	went	spent
best	rest	kept	vest

Lesson 7.

Sound of "long i."

wīne	nīne	mīld	slīde
dīne	mine	wild	glide
vine	fine	size	grind
pine	line	prize	guide
wine	nine	mild	slide

Lesson 8.

Sound of "short i."

spin	grip	trim	risk
grin	trip	brim	frisk
grit	slip	grim	brisk

spin grin trim risk

Lesson 9.

Sound of "long o."

böld	tōne	bōat	bōard
told	bone	goat	toast
gold	zone	load	boast

gold zone load boast

Lesson 10.

Sound of "short o."

dröp	löst	löft	fönd
prop	frost	spot	pond
stop	soft	plot	plod

drop lost loft fond

Lesson 11.

Sound of "long u."

müle	blüe	müte	jüte
pure	tube	fume	lude
glue	tune	dupe	flute
duke	June	suit	plume

mule blue mute jute

Lesson 12.

Sound of "short u."

g <small>um</small>	r <small>u</small> st	j <small>u</small> mp	s <small>m</small> ut
plum	trust	lump	strut
drum	trump	pump	plump
club	cluck	plus	grub

gum rust jump smut

Lesson 13.

Doubled letters.

ădd	rōll	mōss	stiff
ǒdd	dōll	tōss	skiff
öff	fēll	seed	stüff
ěgg	směll	weep	frill

RULE: Doubled letters in the same syllable represent but one sound.



Lesson 14.

Sound of "long oo."

bōot	sōon	tōol	bloom
root	moon	stool	broom
noon	food	spoon	stoop
cool	loon	hoot	room

Lesson 15.

Sound of "short oo."

bōok	hōod	sōot	rōok
look	wood	foot	brook
took	wool	nook	stood

Lesson 16.

Sounds of **ch** and **sh**.

chăp	tēach	shăd	fĭsh
chat	peach	shăde	dish
chill	reach	shīne	wish

chap teach shad fish

Lesson 17.

Sound of *aspirate th*.

thīn	pīth	thrūsh	fifth
thumb	filth	thrust	fōurth
thread	bōth	thrōat	nīnth

thin pith thrush fifth

Lesson 18.

Sound of *subvocal th*.

thīs	thēn	wīth	smōoth
thus	them	thee	soothe
that	than	bāthe	brēathe

Lesson 19.

Sound of **wh** = **hw**; **qu** = **kw**.

whīte	whīne	quīll	queer
wheel	whīp	quilt	quāil
whēn	whīz	quīte	quāke
while	whist	quire	quēnch

DIRECTION: Drill in pronouncing the words on this page, until all are spoken readily and distinctly.

Lesson 20.

Sounds of **e** and **ck = k**.

e old	e lēan	e lick	e reek
e ost	e lear	e lock	e rack
e at	e loak	e luck	e rock

Hear the clock tick.

Lesson 21.

Sound of **ç = s**.

n içe	p läçe	ç ent	s liçe
r içe	b raçe	th ençe	t wiçe
v içe	t raçe	w hençe	th riçe

Twice means two times.

Lesson 22.

Sound of **ş = z**.

g ōes	th ēşe	t ēaşe	ch ōşe
u sed	th oşe	plea şe	choo şe
r aised	chee şe	prai şe	elō thes

Choose to do the right.

Lesson 23.

Sound of **n = ng**.

s ing	s ink	sw ing	r ink
sang	saŋk	swung	blaŋk
sung	sunk	yoŋg	elink

Hear the boys sing

Lesson 24.

Sound of ä.

ärins	märk	chär	hälf
farm	park	sear	halves
dart	larch	searf	ealm

"Half a loaf is better than no bread."

Lesson 25.

Sound of a.

eall	hawk	bald	yawn
tall	rawl	warm	walk
halt	pausē	draw	balk
salt	eausē	drawl	chalk

Draw a straight line.

Lesson 26.

Sounds of à and å.

åsk	fäst	påth	shâre
task	past	bath	seare
flask	mast	lath	stare
glass	chaff	branch	spare

Get a glass of water.

Run fast, if you can.

Lesson 27.

Sounds of ē and ă.

earn	tērm	pûr	fûrn
learn	fern	turf	turn
pearl	verse	surf	churn
yearn	elerk	hurl	spurn

Learn a verse to-day.

Lesson 28.

Sounds of oi and ou.

oil	join	noun	thou
boil	eoín	eloud	seout
toil	loin	stout	mouth
spoil	point	doubt	bough

Not a cloud was seen.

Lesson 29.

REVIEW OF ALL LETTERS AND SOUNDS.

blāze	jeer	quīll	thrūst
ěatch	kěpt	rōll	věxed
därk	lěarn	sōng	voīce
fall	mīne	sōothe	wound
gräss	nûrse	shōök	yēast
hâirs	prīm	tūne	whīz

Twenty-six letters are used in this lesson.

Lesson 30.

DISSYLLABLES.

Sound of **ā** in accented syllables.Sound of **ÿ = ī**; **ōr = ēr**.

bā'bȳ	fā'vōr	eā'pēr	hās'tȳ
lā'dy	la'bor	ta'per	shad'y
la'zy	va'por	wa'ver	gay'ly
ha'zy	ra'zor	mak'er	lay'er
era'zy	sā'vor	bak'er	na'vy

Require pupils to write the words of this lesson and mark all vowels.

Lesson 31.

OBJECTS IN A SCHOOLROOM.

běll	glōbe	pā'per	chil'dren
slātes	chalk	tā'ble	tēach'er
bōoks	děsks	pěn'cil	point'er
chärt	elōck	rüb'ber	bläck'bōard

Require pupils to name other objects in the schoolroom.

Lesson 32.

Sound of **ā** in accented syllables.

ā'ble	tā'lōr	mā'son	lāte'ly
fa'ble	sail'or	tak'en	safē'ly
ea'ble	jail'er	shak'en	state'ly
sta'ble	dai'ly	wak'en	vain'ly
era'dle	dai'ry	ha'ven	main'ly

Write five sentences, each to contain a word in this lesson.

Lesson 33.

PARTS OF A SCHOOLHOUSE.

st�ps	r�of	r�oms	ch�m�ney
p�rch	spout	s�des	�eil�ing
w�lls	�aves	�nds	w�n�dow
fr�me	fl�or	d�ors	sh�t�ter

Lesson 34.

Long sound of   accented.

e�vil	�a�gle	r�ead�er	nee�dle
re�al	eat�en	hear�er	flee�cy
he�ro	we�ry	rea�son	greed�y
se�eret	near�er	sea�son	weed�y
fe�ver	neat�er	lead�er	need�y

Lesson 35.

BUILDING MATERIALS.

l�gs	l�ath	l�um�ber	n�lls
br�ck	s�nd	b�ards	b�lts
st�one	lime	joists	l�cks
m�r�ble	pl�as�ter	b�eams	gl�ss

Lesson 36.

The teacher uses the pointer daily. The children write on paper, slates, and blackboard. They use pens, pencils, and chalk.

The tailor made this coat. The jailer held the sailor. The mason built the walls and chimney.

To Teachers. — Require pupils to write the above sentences from dictation. In subsequent lessons encourage pupils to use some words of each lesson in original sentences.

Lesson 37.

Sounds of ār and īr = ēr. Sound of ī in accented syllables.

lī'ār	dī'et	sī'lent	trī'fle
ti'ny	qui'et	rip'en	ti'tle
li'læ	rid'er	driv'er	high'ly
dī'al	fin'er	writ'er	live'ly
vi'per	bri'er	mi'sher	spi'çy

Lesson 38.

ARTICLES OF FOOD.

pīes	beef	ĕggs	ĕus'tard
ēakes	pōrk	tōast	erăck'ers
brěad	fīsh	gāme	jěl'ly
rūsk	vēal	tärts	săl'ad

Lesson 39.

Sound of ō in accented syllables.

pō'nī	stō'rī	ōwn'ēr	brō'ken
po'et	ston'y	slow'ly	frō'zen
ho'ly	so'ber	elose'ly	gold'en
rōş'y	o'dōr	lone'ly	stol'en
po'sy	o'ver	jok'er	spō'ken

Lesson 40.

NAMES OF FRUITS.

Sound of ó = ū as in *up*.

pēach	ăp'ple	dātes	blăck'bēr ry
peâr	chér'rī	fīgs	straw'bēr ry
quīnce	lěm'ōn	plūms	răsh'bēr ry
grāpes	měl'ōn	ĕur'rants	erān'bēr ry

Lesson 41.

Sound of short ā accented.

hăb'ít	păt'tér	grăv'él	săd'lý
rap'id	mat'ter	trav'el	bad'ly
wag'ón	eañ'ter	ban'ner	glad'ly
taff'fy	sad'dle	mar'ry —	flat'ly
tal'ly	tat'tle	tar'ry	val'ør

Lesson 42.

ARTICLES OF CLOTHING.

věst	drěss	trou'ſers	eǒl'lär
söcks	shäwl	mít'tens	bön'net
bōots	seärf	něck'tīe	rǐb'bón
gāi'ters	eaape	stöck'ings	rūf'fles

Lesson 43.

Sound of short ē accented.

ěn'vý	bět'tér	běg'gär	měth'ód
eld'er	let'ter	mem'ber	reck'on
nev'er	ten'der	ped'dler	em'blem
pen'ny	slen'der	tem'ple	self'ish
en'trý	ren'der	net'tle —	sell'er

Lesson 44.

• DICTATION REVIEW.

Never be even a silent liar. The peddler gave a penny to the beggar. The wagon was broken. The currants were stolen. The pony will canter.

I like to eat — — —. I wear — — — — —.

NOTE.—Require each pupil to complete the last two sentences.

Lesson 45.

PARTS OF THE HUMAN BODY.

skīn	hēad	mouth	wrīst
bōne	ēarṣ	chīn	thūmb
flešh	līps	nēck	hāndṣ
nērve	nōṣe	ärms	shōul'der

Lesson 46.

Sound of short ī accented.

çīt'ŷ	dīf'fēr	līt'tle	shīv'ēr
wit'ty	hid'den	mill'er	hith'er
fif'ty	viētōr	giv'en	sim'plȳ
viſ'it	viētim	silk'en	fin'ish
viv'id	pil'fer	kit'ten	flim'sy

Lesson 47.

PARTS OF THE HUMAN BODY.

The words in this lesson denote one of each object named, and are *singular* in form.

sküll	thrōat	thīgh	heel
brāin	brēast	lēg	tōe
spīne	chēst	knee	joint
heärt	wāist	shīn	sōle

Lesson 48.

wick'ēd	rīv'ēr	spīr'it	mīd'dle
fit'ted	win'ter	swif'tly	thim'ble
din'ner	sis'ter	wit'ness	whis'tle
pitch'er	slip'per	fit'ness	this'tle
pip'pin	sim'per	piénie	rid'dle

Copy the words of this lesson and supply diacritical marks.

Lesson 49.

NAMES OF DOMESTIC ANIMALS.

The words in this lesson denote more than one of each object named, and are *plural* in form.

lămb <small>š</small>	hōg <small>š</small>	dŭcks	gōs <small>š</small> lings <small>š</small>
ēolts	dōg <small>š</small>	gōats	chick'en <small>š</small>
mūles <small>š</small>	pīgs <small>š</small>	hounds <small>š</small>	ēam'els <small>š</small>
eows <small>š</small>	hēns <small>š</small>	eăts	hēif'ers <small>š</small>

Pupils will write or spell the *singular* form of the words in this lesson.

Lesson 50.

Sound of short ō accented.

ēōm̄ie	prōp̄ēr	rōb̄bēr	mōss̄y
of'er	hon'est	pock'et	frost'y
fol'ly	bot'tom	rock'et	fond'ly
joll'y	dōl'lār	rot'ten	bod'y

Lesson 51.

NAMES OF WILD ANIMALS.

līón	răb'bit	sēal'	beār
tīger	wēa'sel	sā'ble	deer
păn'ther	rae eōon'	ōt'ter	mōose
lēop̄ārd	squīr'rel	bēa'ver	bī'son

Lesson 52.

Sound of short ū accented.

sūp̄pēr	slūm'bēr	būn'dle	mūs'ty
num'ber	plun'der	bub'ble	dust'y
run'ner	flut'ter	rum'ble	sun'ny
gun'ner	but'ton	grum'ble	up'per

Lesson 53.

NAMES OF BIRDS.

Form the plurals of the words in this lesson by adding **s**.

owl	eǒn'dǒr	rǒb'in	snǐpe
lärk	lǐn'net	pǎr'ròt	erāne
wrěn	spǎr'ròw	rā'ven	pē'wit
quāil	wāg'tāl	mär'tin	hěr'ön

Lesson 54.

Sound of **n** like **ng**, marked n.

ĩnk	rãnk	sĩn'gle	lõn'gẽr
thĩnk	thãnk	mĩn'gle	strõn'ger
driňk	drãnk	jũn'gle	lin'ger
brĩk	plãnk	twiň'kle	yoňn'ger
shrïnk	shränk	wriň'kle	fĩn'ger

Lesson 55.

NAMES OF GIRLS.

Jāne	Í'dà	Lü'çy	Eläär'ä
Gräçe	È'vå	Mä'ry	Äl'içe
Käte	Dö'rå	Në'lly	Hë'l'en
Röše	È'l'lå	Fän'ny	Lau'rå
Maud	Èm'må	Sä'rakh	Bë'r'thå

Lesson 56.

DICTATION REVIEW.

Did you hurt your knee? I hurt my wrist and thumb.
The robber stole fifty dollars from an honest man.

I have seen a robin, —————, and other birds.

I saw a rabbit, ————— in the woods.

Lesson 57.

Sound of **i** as in **girl**, marked **i**.

sîr	fîrm	flîrt	çîr'eus
bîrd	skîrt	chîrp	çîr'ele
dîrt	shîrt	bîrh	vîr'tüe
stîr	whîrl	thîrst	thîr'ty

Lesson 58.

NAMES OF BOYS.

Märk	Hěn'rÿ	Ál'bërt	Elăr'ençe
Fränk	Hô'mer	Är'thur	Rîch'ard
Lûke	Mär'tin	Pé'ter	Hĕr'bert
Jöhn	Jâ'eob	Jâ'mes	Röb'ert
Paul	Jës'se	Chärles	Thõm'as

Lesson 59.

Sound of **o** like short **ú**, marked **o**.

löve	döve	hôv'ér	mòn'eÿ
eöme	glöve	ëov'er	hòn'ey
döne	frönt	wòn'der	òth'er
nöne	mònth	bröth'er	èol'ðr
döes	tòngue	mòth'er	èom'fört

Lesson 60.

Sound of **e** like **ä**, marked **e**.

they	neigh	weight'ÿ	o bëy'
whey	sleigh	eight'y	eon vey'
prey	weigh	veined	sur vey'
vein	freight	neigh'bör	veïled

Lesson 61.

CARDINAL NUMBERS.

one (wǔn)	sěv'en	sǐx'teen	sǐx'ty
three	twělve	sěv'en teen	nīne'ty
fōur	thǐr'teen	eight'een	hǔn'dred
eight	fōur'teen	nīne'teen	thou'sand
nīne	fif'teen	twěn'ty	mǐl'lion

Lesson 62.

Sound of o like broad a, marked ô.

hôrn	nôrth	ôr'der	êôr'ner
bôrn	stôrm	fôr'mer	môr'tär
sôrt	ôught	fôr'tûne	ôr'chärd
shôrt	bôught	fôr'wârd	bôr'der
hôrse	brôught	môrn'ing	in fôrm'

Lesson 63.

ORDINAL NUMBERS.

first	fifth	twělfth	twěn'ti'eth
s��e'ond	sixth	thǐr'teenth	thǐr'ti eth
thǐrd	eighth	fōur'teenth	fôr'ti eth
fōurth	nînth	fif'teenth	eight'i eth

Lesson 64.

DICTATION REVIEW.

This is page twenty-fifth, and lesson sixty-fourth. Our neighbor has eight horses, which weigh more than eighty hundred pounds. The dove is not a bird of prey. Obey your teacher.

The names of the boys in my class are — —.

The names of the girls in my class are — —.

Lesson 65.

WORDS OF OPPOSITE MEANING.

Let the teacher dictate a word, and the pupil give its opposite.

rīch	pōōr	sād	glăd
sīck	wěll	thīck	thīn
făt	lēan	līght	därk
sweet	sour	whīte	blăck
lěss	mōre	rīght	wrōng

Lesson 66.

Sound of **u** in **urge**, marked **ū**.

būrn	pūrse	chūrch	joūr'nal
hūrt	nūrse	būr'den	tūr'key
eūrl	ɛūrve	pūr'ple	ɛūr'tain
būrst	tūrnēd	mūr'mur	joūr'ney

Lesson 67.

WORDS OF OPPOSITE MEANING.

băd	gōōd	măch	līt'tle
lōw	hīgh	deep	shăl'lōw
härd	sōft	wīde	năr'rōw
shärp	blünt	lătē	ẽar'ly
fine	ẽōarse~	wīše,	fōol'ish

Lesson 68.

Sounds of **o** and **u** like long **oo**, marked **ō** and **ū**.

two	whōm	rule	erude
move	grōup	rūde	prune
your	wōund	frūit	brūte
prove	whose	truth	bruīse

Lesson 69.

OPPOSITE MEANINGS.

gīve	tāke	hēlp	hīn'der
tēach	lēarn	thawed	frō'zen
gōes	ēomes	fall'en	rīš'en
lōst	found	seāt'ter	gāth'er
smīle	frown	a bōvē	be lōw'

Lesson 70.

Sounds of **o** and **u** like short **oo**, marked **o**, **u**.

wōlf	wōm'an	put	pūd'ding
wōuld	bōs'ōm	pull	pūl'pit
ēould	wōlf'ish	bush	būl'let
shōuld	puss'y	push	pūl'ley

Lesson 71.

OPPOSITE MEANINGS.

trūe	false	kind	erū'el
strōng	wēak	nois'y	qui'et
keen	dūll	strāight	erōok'ed
smōoth	rōugh (rūf)	ōf'ten	sēl'dom
full	ēmp'ty	sōme	nōne

Lesson 72.

DICTATION REVIEW.

He had risen early. His journey had led him over high hills and rough roads. The wolf is a cruel brute. The bullet made a deep wound. You should learn your lessons. The woman put some fruit in the pudding.

Lesson 73.

Sound of **y** like long **i**, marked **ȳ**.

erȳ	eȳe	lȳ'ing	dȳ nȳ'
trȳ	buȳ	dȳ'ing	de fȳ'
skȳ	tȳpe	drȳ'ing	re plȳ'
sly	sprȳ	tȳ'rant	ap plȳ'
thȳ	stȳle	slȳ'ly	de erȳ'

Lesson 74.

Form the plurals of these words by adding **es**.

inch	ärch	trěnch	hē'rō
dřtch	märcb	skětch	mōt'to
střtch	mäčch	erütch	po tā'to
swřtch	lätch	elütch	to mā'to
brâncb	pätcb	nötch	ös'trich

Lesson 75.

Sound of **y** like short **i**, marked **ȳ**, and of **a** like short **ɔ**, marked **ä**.

hȳmn	wäṣ	wäṭch	wan'der
sȳs'tem	swäṇ	squat	squān'der
sȳl'ven	wäsh	swämp	swäl'lōw
erȳs'tal	whäṭ	squäsh	quä'rrel

Lesson 76.

Singular.	Plural.	Singular.	Plural.
ěälf	ěälves	lîfe	lîves
hälf	hälvës	wîfe	wîvës
lēaf	lēaves	knîfe	knîves
lōaf	lōaves	shēaf	shēaves

Lesson 77.

Sound of **g** like **j**, marked **ḡ**.

āge	ěd̄ge	lärḡe	ḡiant
ēāge	hēd̄ge	stāge	pīḡeōn
rāge	jūd̄ge	strānḡe	o blīge'
hūge	hīnḡe	chānḡe	re vēnḡe'

Lesson 78.

Singular.	Plural.	Singular.	Plural.
shēlf	shēlv̄es	gōose	geese
sēlf	sēlv̄es	tōoth	teeth
wolf	wolves	fōot	feet
thiēf	thiēv̄es	chīld	chīl'dren
mouse	mīce	fōe'man	fōe'men
ōx	ōx'en	wom'an	wom'en(wīm)

Lesson 79.

Sounds of **i** like long **ē**, marked **ī**, and of **o** unmarked = **ū**.

mà chīne'	pō liçē'	word	worm
rà vīne'	và līse'	world	wor'thȳ
mà rīne'	fà tīgue'	worth	wor'ship

Lesson 80.

DICTATION REVIEW.

The women sang a hymn. The dying hero will defy the tyrant. The pigeon and a swallow flew into a ravine. The thieves stole two large knives. The children gather the sheaves. The police found the crystals in a valise. Never quarrel. What is the plural of motto?

Lesson 81.

OPPOSITE MEANINGS.

běst	worst	fēast	fām'īne
blāme	prāise	elōse	ō'pen
bâre	ēov'ered	worse	bět'ter
proud	hūm'ble	elēar	eloud'y
elēan	dīrt'y	üg'ly	pret'ty (prīt)

Lesson 82.

Sound of **ā** in second syllable.

ā wāke'	ūn sāfe'	ā frāid'	ā vāil'
a shamed'	re late'	eon tain'	a wait'
be ēame'	mis take'	de tain'	pre vail'
de façe'	be tray'	re main'	de elaim'
es eape'	de lay'	ēom plain'	ex plain'

Lesson 83.

Form the plural of these words by changing **y** to **ies**.

flȳ	çit'ȳ	běr'rȳ	stō'rȳ
spȳ	lil'ȳ	chěr'ry	pěn'ny
bā'bȳ	bōd'ȳ	jěl'ly	eoun'ty
lā'dy	pō'ny	eān'dy	boun'ty

Lesson 84.

Various sounds of **a** in last syllable.

ā pärt'	prē pâre'	ā broād'	ā lās'
a lärm'	be wâre'	be fâll'	ad vânçe'
çī gär'	ēom pâre'	re eâll'	de mând'
re märk'	de elâre'	re wârd'	ēom mând'

Lesson 85.

OPPOSITE MEANINGS.

râre	ēom'món	hōpe	dē spāir'
lōss	prōf'it	brāve	tím'id
lōan	bōr'rōw	strěngth	wēak'ness
rüde	po līte'	re pěl'	at trăet'
fiērce	gěn'tle	īdle	bus'y(biž'zy)

Lesson 86.

Sound of short ē in last syllable.

at těnd'	eon fěss'	up sět'	pro těet'
-eon tend'	eon sent'	un less'	ad dress'
in tend'	eon tent'	se leet'	ēom mençe'
pre tend'	de fend'	ex çept'	sue çess'
im mense'	de pend'	ex peet'	pos şess'

Lesson 87.

OPPOSITE MEANINGS.

ū nīte'	dī vīde'	de spīše'	re spěet'
pǔb'lie	prī'vāte	ad mīre'	de těst'
sue çeed'	pre çēde'	sāfe'ty	dān'ger
swīft'est	slōw'est	fôr'wārd	bäck'wārd

Lesson 88.

DICTATION REVIEW.

Open the door and close the window. Beware of danger. He will demand a reward. Some succeed where others fail. Be polite to all. Expect no praise. I will borrow four pennies. These counties have no cities. Better be busy than idle. Write the plural of lady.

Lesson 89.

Sound of long ē in last syllable.

ăd hēre'	rē liēf'	ă chiēve'	rē çēive'
se vere'	be lief'	be siegē'	re çeipt'
se ेrete'	re lieve'	re trieve'	de çeive'
ap pear'	be lieve'	ag grieve'	de çeit'

Copy and indicate the sound of each vowel.

Lesson 90.

FOREST TREES.

ōak	lärch	pōp'lär	chěst'nut
ělm	spruce	lín'den	büt'ter nüt
pīne	çē'där	wíl'lōw	hick'o rý
beech	pe eān'	wal'nut	sýe'à mōre
bīrch	mā'ple	hěm'lock	dōg'wōod

Lesson 91.

Adjectives.	Nouns.	Adjectives.	Nouns.
ēas'ŷ	châirsŷ	lärgē	ör'an gesŷ
měr'ry	bīrdŷ	än'grŷ	pěr'sonsŷ
îrk'some	tâks	roy'al	bân'nersŷ
hěav'y	lōadŷ	lā'zy	pēo'ple
plěas'ant	hōmesŷ	joy'ōus	greet'ingsŷ

Lesson 92.

Various sounds of i in last syllable.

rē fīne'	ăd vīçe'	eōn fīde'	bē gīn'
be hind'	eon trive'	re quire'	for give'
be sidesŷ	de više'	re mind'	un til'
de çide'	de light'	sur prisê'	for bid'

Lesson 93.

POSSESSIVE FORM OF NOUNS.

Note the use of the (') and s.

the queen's crown	Phē'be's veil
the girl's shoes	Ēd'win's whis'tle
the sheep's fleece	mōth'er's lōve
the buff'fa lō's māne	dū'ty's eall
the ea nā'ry's sōng	wiś'dom's wāys

Lesson 94.

Sound of long o or short ö in last syllable.

ā shōre'	af fōrd'	re pōse'	be lōng'
a woke'	be hold'	ex pose'	for got'
a board'	be stow'	pro pose'	un lock'
a float'	pro mote'	sup pose'	re solve'
a bode'	sup port'	pro voke'	a long'

Lesson 95.

Sound of long oo in last syllable.

un dō'	eō eōon'	bāl lōon'	in trūde'
ap prōve'	bab oōn'	har poōn'	pe ruše'
re move'	ear toōn'	drā goōn'	re eruít'
re prove	ea boōse'	re prōof'	ab struse'

Lesson 96.

DICTATION REVIEW.

He will receive a joyous greeting. I believe it. The dragoons came to the relief of the besieged. The recruit wrote a receipt. Deceive no one. The paper contains a cartoon. The balloon was lost. Unlock the caboose. Abstruse means hidden. The whaler used his harpoon.

Lesson 97.

ADJECTIVES.

Add **-er** and **-est** to the words in this lesson.

nēat	fāir	břight	mīld
mēan	fāint	striět	wīld
elēar	frāil	fīrm	loud
meek	ěalm	fōnd	tall
green	frěsh	sōft	bōld

Lesson 98.

Various sounds of **u** in last syllables.

ěx eūše'	ěn sǔlt'	ǒe eûr'	à móng'
en dure'	dis gust'	re turn'	a bove'
re fuše'	be gun'	un hurt'	a mongst'
re duče'	eon sult'	dis turb'	be eome'
pro eure'	in struet'	ab surd'	eon front'

Write these words and mark the vowels.

Lesson 99.

Consonant doubled before **-er** and **-est**.

hōt	hōt'tēr	hōt'těst	rěd
wět	wět'ter	wět'test	săd
bǐg	bǐg'ger	bǐg'gest	fǐt
dǐm	dǐm'mer	dǐm'mest	thǐn
mǎd	mǎd'der	mǎd'dest	trǐm
grǐm	grǐm'mer	grǐm'mest	flăt
glăd	glăd'der	glăd'dest	slǐm
snǔg	snǔg'ger	snǔg'gest	přim

Add **-er** and **-est** to the words in the last column; double the final consonant.

Lesson 100.

Sounds of the diphthongs in the last syllables.

à void'	al loy'	à bout'	al low'
ap point'	an noy'	a loud'	de vour'
ex ploit'	en joy'	a mount'	un wound'
re joice'	em ploy'	a-e eount'	pro nounçe'
de void'	de stroy'	an nounçe'	sur round'

Lesson 101.

Nouns.	Verbs.	Nouns.	Verbs.
thün'der	rōars	pär'rōts	chät'ter
ēa'gles	sōar	pū'pils	stüd'ÿ
flow'ers	bloōm	wäg'önṣ	rüm'ble
něs'tlings	chīrp	stärṣ	twīn'kle
ěn'gīnes	pūff	dī'a móndṣ	spär'kle

Lesson 102.

Sound of **sh**.

shěll	härsh	shīn'ing	pün'ish
shärp	flăsh	shěl'ter	für'nish
shōne	blüşh	shăd'ōw	noür'ish
shäpe	brüşh	shäg'gy	rěl'ish

Lesson 103.

DICTATION REVIEW.

Excuse my delay. Such stories are absurd. The leopard will devour its prey. A thief is devoid of honor. He gave an account of his exploits. Avoid all evil. He will confront his foes. Can you endure the pain?

Lesson 104.

✓ VERBS AND PARTICIPLES.

Verbs.	Past Part.	Present Part.	Verbs.
ădd	ădd'ed	ădd'ing	rĕ pōrt'
plēad	plēad'ed	plēad'ing	re pēat'
mělt	mělt'ed	mělt'ing	re quěst'
stärt	stärt'ed	stärt'ing	de dūet'
plānt	plānt'ed	plānt'ing	ob strūet'
trēat	trēat'ed	trēat'ing	as sǐst'
chēat	chēat'ed	chēat'ing	re šǐst'
drēad	drēad'ed	drēad'ing	pre dǐet'

Add -ing and -ed to the verbs in the last column.

Lesson 105.

Sound of **wh**; the true sound being **hw**.

which	whēat	whīs'kȳ	whīth'er
whāle	whēlp	whīs'per	whēth'er
whím	whēnče	whít'tle	whīsk'ers
whārf	whīsk	whīm'per	whīte'ness
whēt	wheeze	whīn'ing	whee'dle

Lesson 106.

Final **ed** with the sound of **d**.

Verbs.	Past Participles.	Verbs.	Past Participles.
cheer	cheered	ap pēal'	ap pēaled'
erawl	erawled	bûr'den	bûr'dened
growl	growled	lēv'el	lēv'eled
snärl	snärled	re gāin'	re gāined'
serēam	serēamed	sūm'món	sūm'móned

Form the present participles of these verbs by adding -ing.

Lesson 107.

Ch as in **machine**, marked **ch**; **ch** as in **school**, marked **ch**, with **h** silent; **x**, like **gz**, as in **exist**, marked **x**.

çhāiše	ehăşm	ex ăm'ine
çhā grīn'	ehō'rūs	ex ăm'ple
çhā rāde'	sehōl'är	ex ērt'ed
çhīv'al ry	ehěm'is trŷ	ex hīb'it
mà çhin'er y	ehă'rāe ter	ex īst'ençe

Lesson 108.

Sound of final **ed** like **t**.

Verbs.	Past Participles.	Verbs.	Past Participles.
sēarch	sēarched	en rīch'	en rīched'
prēach	prēached	chēr'ish	chēr'ished
erōss	erōssed	re lăx'	re lăxed'
märch	märched	at tăch'	at tăched'
elāsp	elāsped	at tăck'	at tăcked'
stămp	stămped	trī'umph	trī'umphed

Lesson 109.

Sound of **e** before **r** like **â**, marked **ê**, and of **e** before **r**, marked **ĕ**.

hēir	sērv'ant	pēr'feet	pre sērve'
thêre	hēr'mit	sērv'îce	in sērt'
whêre	mēr'cy	sēr'mōn	de sērve'
êre	vēr'diet	çēr'tain	re vērse'

Lesson 110.

DICTATION REVIEW.

Deduct the amount of this bill. The carts obstructed the streets. This storm was predicted. I am requested to do so. He was summoned to appear. The case was appealed. He will study chemistry. The machinery is out of order.

Lesson 111.

NAMES OF INSECTS.

bee	mōth	lō'eust	kā'ty dīd
ānt	gnāt	hōr'net	būt'ter flȳ
flēa	mīdge	erīck'et	grāss'hōp per
wāsp	spī'der	bee'tle	mōs quī'tō

Lesson 112.

VERBS AND PARTICIPLES.

Final consonant doubled before -ed and -ing.

grīn	grīnned	grīn'ning	chōp
plān	plānned	plān'ning	wrăp
wāg	wāgged	wāg'ging	un fīt'
dīp	dīpped(t)	dīp'ping	ex pěl'
whīp	whīpped(t)	whīp'ping	re běl'
knōt	knōt'ted	knōt'ting	e quīp'
slām	slāmmed	slām'ming	en trăp'
drūm	drūmmed	drūm'ming	ēom mīt'
o mīt'	o mīt'ted	o mīt'ting	re grēt'
pre fēr'	pre fērred'	pre fēr'ring	ēon trōl'

Write the participles of the verbs in the last column, being careful to double the final consonant before -ing and -ed.

Lesson 113.

Gh and ugh silent.

fīght	sīght	eaught	dōugh
frīght	plīght	tāught	thōugh
height	mīght	wrōught	through
nīght	brīght	fōught	brōught

Lesson 114.

Write the participles of these verbs, omitting final **e** before **-ing** and **-ed**.

ā-ehe	quōte	de ūre'	tūm'ble
hōpe	prāiše	ar rīve'	stūm'ble
lōve	sēize	in vīte'	rīp'ple
dānce	fōrce	in dūce'	bāb'ble
smōke	tēase	in elūde'	mūf'fle

Lesson 115.

Final **ture** in unaccented syllables.

pīe'tūre	rāp'tūre	fāl'tūre	serīp'tūre
nā'ture	eāp'ture	fēa'ture	erēa'ture
pās'ture	mīx'ture	mēas'ure	seūlp'ture
vēn'ture	fīx'ture	tēx'ture	strūe'ture

Lesson 116.

Past participle formed by changing **y** to **ied**.

drȳ	drīed	ēär'ry	ēär'rīed
spȳ	spīed	fān'cy	fān'cīed
erȳ	erīed	hūr'ry	hūr'rīed
pīt'ȳ	pīt'īed	wēa'ry	wēa'riēd
eōp'ȳ	eōp'īed	stēad'y	stēad'īed
stūd'ȳ	stūd'īed	ēom plȳ'	ēom plīed'

Lesson 117.

DICTATION REVIEW.

I caught a flea and a gnat. A mosquito bites and a hornet stings. What is your height? The crops were destroyed by the storm. He preferred to walk through the pasture. The babbling brook is never weary. Just praise gives pleasure. He complied with my request.

Lesson 118.

TRISYLLABLES.

ăñ'ī mal	ĕv'ĕr ă	ōf'fi čer
ăe'či dent	ĕd'ī tōr	pōv'er tă
ăñ'gri ly	mĕl'o dy	hōn'es ty
găl'ler y	mĕm'ō ră	prōp'er ty
făe'tō ră	ĕn'e mă	eōm'mōn ly
trăv'el er	sĕp'ā răte	hōl'i dāy
măr'ī nĕr	hĕs'ī tăte	gōd'li ness
hăp'pi er	dĕe'o răte	trōp'ie al

Lesson 119.

TRADES AND OCCUPATIONS.

fărm'ĕr	păint'ĕr	flō'rist	gär'den ēr
grō'čer	prĭnt'ĕr	mĕr'chant	eär'pen ter
drōv'ĕr	bănk'ĕr	drāy'man	plăs'ter er
plănt'ĕr	eoōp'ĕr	săles'man	blăck'smith
butch'ĕr	laƿ'yer	bōat'man	gōld'smith

Write the plurals of these words.

Lesson 120.

hăs'tō ră	ĕn'dī eāte	săd'den ly
ĕn'ju ry	ĕm'i tăte	hăs'kī lă
ĕn'dus try	dif'fer ent	jăs'ti fă
măn'is ter	dil'i gent	măl'ti plă
prăš'on er	trăv'i al	măl'ti tūde
trăck'er y	sim'i lăr	săb'sti tūte
tim'id ly	sin'gu lăr	eul'ti văte
băt'ter ly	çit'i zen	săf'fo eāte

Lesson 121.

es tăb'lish	for ēv'er	eon sĭd'er
im āg'īne	how ēv'er	be wĭl'der
in hăb'it	re sĕm'ble	pro hĭb'it
sär eăs'tie	op prĕss'ōr	im priš'on
ro măn'tie	re mĕm'ber	im plĭç'it
me tăl'lie	ex pĕn'sive	so lĭç'it
or găn'ie	ex tĕn'sive	dis trĭb'ūte
un hăp'py	un plěaſ'ant	eon tĭn'ūe

Lesson 122.

FARM PRODUCTS.

rȳe	băr'leȳ	elō'ver	tĭm'o thȳ
rīce	bück'whēat	mĭl'let	tō bă-e'eō
ōats	eōt'ton	tûr'nips	pŭmp'kins
eōrn	eōf'fee	mĕl'ōns	po tā'tōes

Lesson 123.

Note the sound of vowels in unaccented syllables.

stăt'ūe	ă'r'rōw	ĕōn'trīte	vī'o lāte
rĕs'eūe	ĕl'bōw	ĕx'iled	dĕl'e gāte
rĕf'ūge	wĭd'ōw	ĕeh'ōes	dĕd'i eāte
är'gūe	tăl'lōw	mōt'tōes	ĭn'sti gāte

Lesson 124.

DICTATION REVIEW.

The painter wrought with skill. The mariner came to the rescue of the traveler. The factory is commonly closed on a holiday. The gardener will separate the seeds. Coffee is the berry of a tropical tree. What is the horizon? The citizens will decorate the statue of the great poet.

Lesson 125.

Long sound of vowels under the accent.

bāk'ēr y	rē'al lȳ	eū'rī oūs
brāv'er y	ē'qual ly	stū'di oūs
vā'ri oūs	ē'ven ing	nū'mer oūs
dān'ger oūs	ē'a'ger ly	pū'ri fȳ
vol eā'no	ēaš'i ly	beaū'ti fȳ
tōr nā'dō	cheer'fūl ly	en dūr'ançe
en ā'ble	ap pēar'ançe	a mūše'ment
ā wāk'en	eon çēal'ment	in dūçe'ment

Lesson 126.

GARDEN PRODUCTS.

sāge	spīn'ach(āj)	pēp'pers	çēl'er y
pēas	ēär'rōts	ēür'rants	eū'eum bers
bēans	ēab'bagē	mūs'tārd	to mā'tōes
beets	pärs'nips	rhu'bärb	răd'ish es
leeks	ōn'ions(yūnz)	ēgg'plānt	ăs păr'ā gūs

Lesson 127.

Various sounds of vowels under the accent.

är'tī ele	ĕd'ī fiče	ĕov'er ing
pär'tī ele	gĕn'er oūs	ĕom'pa nȳ
heärt'i ly	gĕn'tle man	sōme'bōd y
är'ehi tēet	ĕl'e ment	shōv'el fūl
aw'fūl ly	rĕad'i ly	wòn'der fūl
êare'fūl ly	stĕad'i ly	dis eov'er
āft'er ward	spęç'i men	im pôr'tançe
mås'ter y	de tēr mīne	mis fôr'tūne

Lesson 128.

TRADES AND OCCUPATIONS.

mīn'ēr	ēon dūet'ōr	gläss blōw'er
pǔd'dler	brāke'man	gläss eüt'ter
nāil'er	fire'man	stōre'keep er
wēav'er	ēn gī neer'	bōok'keep er
tēam'ster	mā chīn'ist	shoe'māk er

Lesson 129.

eăp'i tal	ĕd'ū eāte	ĕp'po šīte
prăe'ti eal	ĕl'e vāte	prōs'per oūs
năt'ū ral	ĕm'pēr őr	ĕdn'fi dent
eăb'i net	bĕn'e fit	qual'i tÿ
păr'al lel	tĕr'ri ble	quən'ti ty
păr'a sōl	tĕn'der ly	lōt'ter y
păs'sen ġer	pĕr'feet ly	mōd'es ty
hăp'pi ness	yĕs'ter dāy	pōl'i cy

Lesson 130.

Ph with the sound of f.

phrāse	çī'pher	prōph'et	ĕl'e phant
sphēre	ĕām'phōr	nĕph'ew	tĕl'e grăph
phlōx	sūl'phūr	trī'umph	phō'tō grăph
sŷlph	păm'phlet	grăph'ie	phā'e tōn

Lesson 131.

DICTATION REVIEW.—The engineer met with an accident. He is a practical machinist. The architect drew his plan carefully. The conductor will telegraph his nephew. The emperor was received in triumph. He gave a graphic account of the tornado. Rhubarb, celery, and spinach grow in our garden.

Lesson 132.

Trisyllables accented on the last syllable.

ō ver hāng'	pēr se vēre'	īn ter rūpt'
ō ver lōad'	īn ter fēre'	rē eon strūet'
ēn ter tāin'	rēp re šēnt'	īn se eūre'
as čer tāin'	rēe om mēnd'	īm ma tūre'
īm po līte'	rēe ol lēet'	dīs o blīge'
ăd ver tīše'	dīs a gree'	ūn be liēf'
sū per vīše'	pī o neer'	ūn der stoōd'
eō in čide'	vōl un teer'	īm pōr tūne'

Lesson 133.

FAMILIAR OBJECTS IN THE CITY.

streets	houš'ęs	wāg'önü	pāve'ment
stōres	hōrs'ęs	būg'gies	sīde'wālk
shōps	drīv'ers	čär'riagę	čūrb'stōnes
sīgnę	drāyę	awn'ings	gūt'ters
gōods	bōx'ęs	stee'ple	pēo'ple

Lesson 134.

Monosyllables containing silent vowels.

vāin	hēat	glēam	yīeld	wōe
trāil	elēave	blēat	piēce	pōur
brāid	čēase	tēars	chiēf	fōes
sāint	spēak	strēak	piērçe	ēoast
trāin	rēach	bēast	niēce	rōast
rāil	lēave	erēam	priēst	flōat
snāil	shēar	snēak	griēf	mōurn
drāin	plēad	drēam	briēf	sōurçe

Lesson 135.

FAMILIAR OBJECTS IN THE COUNTRY.

rōads	fēng'ēs	bärns	flow'ers
fiēlds	hēdg'ēs	grāins	ôr'chārds
wōods	brīdg'ēs	văl'leÿs	stā'bles
ēreeks	grāss'ēs	fōr'ests	ēat'tle
stōnes	bush'ēs	měad'ōws	fārm'ers

Lesson 136.

The Italian sound of ä accented.

pärt	pär'ty	chärg'ing	à jär'
pälm	par'don	starv'ing	a far'
marsh	mar'ket	star'tle	ba zaar'
hark	far'ther	spar'kle	be half'
shark	dar'ling	har'ness	de part'
charm	har'bōr	dark'ness	em bark'
smart	par'çel	smart'ness	dis arm'
harsh	fa'ther	far'thing	dis eard'
earve	par'lōr	tar'nish	re tard'
guard	sear'let	par'tridge	dis charge'

Copy above and supply diacritical marks.

Lesson 137.

DICTATION REVIEW.—The merchant will advertise his goods. Will you ascertain the cost of the carriage? Do not interrupt me. The pioneers built their huts in the forest. Recollect that I disagree with you. The volunteer importuned the guard to let him pass. We saw a partridge in the bushes. The chief gave his niece a piece of scarlet cloth.

Lesson 138.

Short sound of **ă** accented.

wrăp	serătch	măñ'ñér	săv'âge
serap	thatch	ras'eal	dam'âge
seant	chap'tĕr	a-e'tîve	ran'dôm
eanst	bat'ter	ash'eş	gam'bôl
erash	ban'ter	ag'âte	span'gle
sealp	lad'der	ag'ile	tan'gle
fran <u>e</u>	ban'ish	as'pĕn	wran <u>g</u> le
traet	eas'tle	pal'âçe	chan'nĕl

Copy above and supply diacritical marks.

Lesson 139.

TOOLS USED BY FARMERS.

hōes	plows	hôrse'râke	scythe
rākes	här'rōw	hāy'fôrk	erā'dle
flāil <u>s</u>	rōll'er	hāy'knīfe	mōw'er
mall	măt'tōck	whēt'stōne	rēap'er
wědge	eūl'ti vā tōr	grīnd'stōne	thrăsh'er

Lesson 140.

Long sound of **ă** under the accent.

blāde	ă'eōrn	chām'bēr	bē hāve'
glāde	has'ten	stran'ger	en gagē'
flake	ha'zel	rai'ment	ar rangē'
spray	maid'en	play'māte	for sake'
faith	na'tîve	va'cant	ob tain'
break	fa'tal	fra'grant	re tain'
claim	man'ger	sa'ered	ab stain
sprain	serap'er	fa'moüs	pro elaim'

Lesson 141.

Short sound of ē under the accent.

erěst	děath	věs'sel	rěad'ý
erěpt	měant	elěv'er	běl'frý
spěck	drěad	děš'ert	çěl'lär
fětch	děalt	ěf'fört	ěs'senče
flěck	thrěat	fěl'lōw	ěr'rand
lěngth	sprěad	yěl'lōw	lědgó'er
dwěll	hěalth	whěth'er	prěš'enče
kněll	stěalth	fěath'er	shěp'hěrd
děpth	brěath	wěap'ón	děaf'ness
wrětch	brěadth	jěal'oüs	brěak'fast

Lesson 142.

ARTICLES IN A DRY-GOODS STORE.

hōše	chǐntz	věl'vet	blǎn'kěts
jeāns	mǔšlin	eām'bric	flǎn'něl
lawnš	lín'ěn	bro eāde'	veil'ing
plaíd	tǐck'ing	de lāine'	mě rí'no
prin̄ts	tow'els	eăsh'mēre	al păe'à
thrěad	lā'çeš	gǐng'ham	eăs'si mēre

Lesson 143.

DICTATION REVIEW.—A random shot may do great damage. The lambs gambol in the meadows. The stranger met with a fatal accident on the railroad. A rascal stole a scythe from the farmer. What is the breadth of the vessel? Flannel is made of wool. The maiden bought some thread and lace. We had a steak for breakfast.

Lesson 144.

ARTICLES IN A HARDWARE STORE.

ăx'ĕs	wrĕnch	hătch'et	bŭck'ets
săwš	seāles̄	măl'let	rul'ers̄
fiļes̄	serewš	hăm'mer	kĕt'tles̄
tōngš	slĕdge	ău'ger	steel'yards̄
plāneš	knōbš	gim'let	scis'sors̄
spoōns̄	gouge	trow'el	pinch'ers̄

Lesson 145.

Broad **a**, and **â** as in **air**.

wărt	făult	quăr'ter	prâyer
haul	sauçe	năugh'ty	fâir'y
talk	frăud	hăugh'ty	dâr'ing
stalk	wărmth	dăugh'ter	spâr'ing
dwarf	wărned	slăugh'ter	weâr'ing
dawn	al'so	pău'per	squâre'ly
straw	al'mōst	său'çy	seârçe'ly
drawn	al'wăys̄	ăwk'wărd	pâr'ent
sprawl	au'tumn	lăw'suit	fâre wĕll'.

Lesson 146.

ARTICLES IN A DRUG STORE.

oilš	wīnes̄	văr'nish	whīte'wăsh
păints	spōng'es̄	lĭq'uōrs̄	eăl'çi mīne
sōaps	poi'sons̄	môr'phīne	elōthes̄brăsh
eōmbš	vī'als̄	mĕd'i çīne	hâir'brăsh
dȳeš	bōt'tles̄	per fūm'er y	tōoth'brăsh
sälve	tīn'e'tures̄	eos mĕt'ies	eȳe'wă ter

Lesson 147.

squēak	bēa'eon	ea reer'	mẽrge
spēar	wēak'en	a sleep'	gěrm
strēam	ēa'sel	a greed'	spěrm
hēave	trēa'son	de eree'	sẽrgé
çēase	sēa'man	re pěnt'	ẽarth'ly
erēase	dēa'eon	re flēet'	ẽar'nest
drēams	trēa'ty	de těet'	lěarn'ing
chēap	chēat'ing	in spēet'	sěrv'ants
greet	free'dom	ex pěnse'	pěr'sons
breeze	free'man	in stěad'	pěr'fūme
kneel	ēi'ther	out sprěad'	re ſērve'

Lesson 148.

ARTICLES IN A GROCERY.

flour	spī'çes	bā'eon	çīn'nā móñ
mēal	gīn'ger	oys'ters	mo lās'ses
fruits	pěp'per	büt'ter	vīn'e gār
elōves	eān'dles	pīe'kles	chōe'o late
tēas	rāi'sins	sīr'up	vēg'e tā bles
stārch	blū'ing	eātch'up	hōm'i ny

Lesson 149.

DICTATION REVIEW.—The carpenter uses a chisel and an auger. The mason uses a trowel and a hammer. The deacon's daughter lost her scissors. There is poison in the vial and perfumery in the bottle. To succeed, one must be in earnest. The pauper is kept at the expense of the city. The seaman bought molasses and raisins. You have cause to reflect.

Lesson 150.

stīng	rīd'dle	erīt'iē	strīng'ŷ
mists	jīn'gle	bit'ters̄	guilt'y
pinch	wrin'kle	thith'er	liq'uid (wīd)
stitch	trin'ket	in'fant	shim'mer
elinch	build'er	dis'tançē	skim'mer
cliff	pil'lār	in'stant	skill'ful
thrill	flim'sy	splin'ter	will'ful
shrill	mim'iē	kitch'ēn	siē'kle
limb̄s	erim'son	blis'ter	gig'gle
midst	çis'tern	fil'bert	wrig'gle
winks	çin'der	vil'laĝē	fie'kle

Copy above, marking vowels in accented syllables.

Lesson 151.

NAMES OF FLOWERS.

pīnks	erō'eus	vī'o lět	à něm'o ne
dāi'sy	eoow'slip	snōw'drōp	hōn'ey sūe kle
pān'sy	ăs'ter	prīm'rōsē	dăń'de lī òn
pōp'py	blūe'běll	dăf'fo dīl	mōrn'ing-glō ry
tū'lip	wōod'bīne	būt'ter eūp	sūn'flow er

Lesson 152.

Long ī, and i before r in accented syllable.

sīgh	çī'der	in elīne'	fīrm'ly
nīgh	fī'ber	re sīde'	thīrst'y
rīnd	trī'al	re tīre'	skīr'mish
spīed	rī'val	eoom bīne'	skīrt'ing
guīde	elī'ent	pro vīde'	gīrl'ish
smīte	erī'er	de file'	sīr'loin

Lesson 153.

blōat	flōck	eōr'al	bōth'er
ghōst	erōck	yōn'der	ōf'fiçē
swōrd	stōck	sōl'ēmn	nōd'ding
hōarse	blōck	blōs'sōm	ōb'jeēt
knōwn	sōlve	prōb'lem	hōn'ōrs
flōwn	dōdge	prōs'per	eōb'bler
rōgue	lōdge	eōn'vent	eōt'tāge
pōured	blōtch	eōn'stant	bōnd'āge
eōach	blōnd	eōn'duet	nōn'sense
lōathe	grōwth	eōn'vert	ōn'wārd

Lesson 154.

ARTICLES OF FURNITURE.

chāirs	bēd'stēad	quīlts	mīr'rōr
stōols	bōok'eāse	pīl'lōw	bräck'et
loungē	wārd'rōbe	bōl'ster	fēnd'er
set tee'	wāsh'stānd	māt'tress	eūr'tāins
eär'pets	bū'reau (rō)	eush'iōn	ōt'to man

Lesson 155.

DICTATION REVIEW.—The daisy and the poppy close at night. An aster has the shape of a star. The crocus and the cowslip bloom early in the spring. The buttercup and the dandelion grow in the fields. Water is a liquid. The guide had traveled a long distance. This witness proved that my client was not guilty. The farmer is skillful in the use of a sickle. Did you solve the problem? The cobbler lives in a cottage in the village. The cushion is on the lounge. There is a mirror on the bureau.

Lesson 156.

Sound of short **ü** in accented syllable.

elüng	eüd'dle	müt'ter	dóth
pünch	müd'dle	sü'l'try	blöod
strück	doü'ble	elüm'sy	flood
shrub <u>s</u>	hüs'tle	shüt'ter	döz'en
trüsts	hün'gry	stüt'ter	mön'keý
dümb	hüs'band	süb'stançe	eöv'ert
erümb	eün'ning	jüdg'ment	nöth'ing
toüch	eoüs'in	seülp'tör	wòn'der
büdge	eoür'äge	dümp'ling	smoth'er

Lesson 157.

NAMES OF MEASURES.

inch	chāin	gill	găl'lōn
foöt	ä'ere	pīnt	bush'ēl
yärd	sëe'tion	quärt	högshēad
pêrch	lēague	pěck	sëe'ond
mile	fäth'om	ounçe	mǐn'ute (it)

Lesson 158.

Long sound of **ü**, and sound of **u** before **r**.

pew(pü)	dü'lÿ	stü'dent	sûr'fâce
few	sü'et	stü'pör	pûr'pôse
mew	mü'sie	üse'less	pûr'chase
news	flü'id	plüm'äge	mûr'der
elew	flü'ent	jüi'çÿ	bûrn'ing
view	stü'pid	pro düçe'	chûrl'ish
stew	neü'ter	sub düe'	chûrch'yärd
knew	beaü'ty	re bûke'	nûrs'er y

Lesson 159.

This lesson, and several others, contain pairs of words alike in pronunciation, but differing in spelling and meaning; these words, called *hōm'ō phōnes*, should receive special attention.

{ āte, did eat.	{ māde, finished.
{ ēight, a number.	{ māid, a girl.
{ bāse, low ; mean.	{ prāy, to beseech.
{ bāss, a part in music.	{ prey, plunder.
{ grāte, a fireplace.	{ sāle, a selling.
{ greāt, large ; grand.	{ sāil, of a ship.
{ hāle, strong ; healthy.	{ tāle, a story.
{ hāil, frozen rain.	{ tāil, of an animal.

Lesson 160.

EXERCISE ON HOMOPHONES.—We *ate* breakfast before *eight* o'clock. The deserter was a *base* coward. Some members of the chorus *sang bass*. “*Great* oaks from little acorns grow.” Make a fire in the *grate*.

After the rain there came a shower of *hail*.

Grandfather was a *hale* old gentleman.

DIRECTION.—Use other homophones above in *original* sentences.

Lesson 161.

Sound of **oo** = **o** = **u**.

trōop	grōom	tour'ist	truth
drōop	spōol	out dō'	strew
stōop	glōom	un eōuth'	bruīsed
proōf	brōom	im prōve'	tru'ant
rōost	seōop	be hōove'	rū'mōr
lōose	swooōn	sā loōn'	rude'ly
bōom	broōd	un lōose'	rū'ins

Lesson 162.

Sound of the diphthong **ow = ou**; **oi = oy**.

howl	doubt	show'er	boil'er
prowl	ground	eow'ārd	joint'ed
drown	stout	pow'der	mois'ten
gown	sprout	down'eāst	loi'ter
crowd	bough	eoun'ter	voy'āgē
drowsē	slough	foun'tān	loy'al

Lesson 163.

bēat, to strike.	pēaçē, quiet; rest.
beet, a vegetable.	piēçē, a part; a bit.
deer, an animal.	reed, a plant.
dēar, beloved.	rēad, to peruse.
flee, to run away.	sēa, the ocean.
flēa, an insect.	see, to view.
hēar, to listen.	seem, to appear.
hēre, in this place.	sēam, a line in sewing.
meet, to come together.	steel, refined iron.
mēat, animal food.	stēal, to rob.

Require pupils to use the words of this, and similar lessons, in original sentences.

Lesson 164.

Sound of short Italian **à** in last syllable.

é'rā	gā'lā	í dē'ā	pī ăz'zā
sō'dā	pū'mā	é nīg'mā	ver bē'nā
sō'fā	ĕx'trā	go rīl'lā	fôr'mu lā
lä'vā	pōl'kā	ve rān'dā	ehōl'er à
mī'eā	ĕom'mā	à rō'mā	sîl'i eā
drä'mā	mā'nī à	nēb'ū lā	plěth'o rā

Lesson 165.

NAMES OF FISHES.

shăd	chüb	mǔl'let	pǐck'er el
eel	sprät	sǔck'er	mäck'er el
pīke	smělt	sǎlm'ón	hěr'ring
ěarp	ěat'fish	mǐn'nōw	sär'dine
bass	sün'fish	stûr'geön	floun'der
pěrch	swōrd'fish	hăd'dock	gǔdg'eön

Lesson 166.

Final **tion** pronounced like **shǔn**.

mō'tion	ad dī'tion	at těn'tion
nō'tion	am bī'tion	ēol lěe'tion
nā'tion	po sī'tion	ēon věn'tion
ăe'tion	ēon dī'tion	dī rěe'tion
měn'tion	af flěe'tion	dis ēre'tion
stā'tion	de serǐp'tion	ex çěp'tion
pōr'tion	pre dīe'tion	lo eā'tion
rā'tion	re strīe'tion	re lā'tion

Lesson 167

PRONOUNCING EXERCISE.—Pronounce words ending in à with care: do not substitute the sound of êr.

Tapioca is used in some puddings. *Alpaca* is a kind of cloth. *Hannah* studies *algebra*. A word is the sign of an *idea*. *Indiana* and *Iowa* are important states. *Diana* is the goddess of hunting. *India* is in the southern part of *Asia*. The *banana* grows in warm countries. The boat generally used in Venice is called a *gondola*.

Lesson 168.

Ci and **si** with the sound of **sh**.

vě'cioüs	věr'siōn	ex eûr'siōn	sus pí'ciōn
grā'cioüs	mǐ'siōn	à věr'sion	of fí'cioüs
prě'cioüs	păs'siōn	ex păñ'sion	suf fí'cient
spé'cioüs	sō'cial	im mĕr'sion	dĕ fí'cient
lūs'cioüs	spě'cial	as pĕr'sion	pro fí'cient



Lesson 169.

NAMES OF MUSICAL INSTRUMENTS.

fife	eôr'net	băñ'jo	me lō'de ôn
drüm	bü'gle	guï tär'	elä'rî nët
lûte	trümp'ët	vî o lîn'	aë eôr'dî ôn
härp	çým'bals	pî án'ð	bâss'vî òl
lyre	ôr'gan	băg'pîpe	kët'tle drüm

Lesson 170.

Pupils should use these words in original sentences.

élime, climate ; country.
elimb, to mount up.
díe, to cease to live.
dýe, to color.
ísla, a small island.
aísle, a passage.
lie, a falsehood.
lýe, alkaline liquid.
míte, a small object.
míght, power ; ability.
níght, darkness.
kníght, title of honor.

quíre, twenty-four sheets.
echoir, a band of singers.
rýe, a kind of grain.
wrý, crooked ; distorted.
size, bulk ; bigness.
sighs, grieves ; laments.
slíght, to neglect.
sleíght, an artful trick.
stíle, steps over a fence.
stýle, manner ; diction.
tíme, a season ; period.
thýme, a garden plant.

Lesson 171.

DAYS AND MONTHS AND THEIR ABBREVIATIONS.

Sǔn'dāy,	Sun.	Märch,	Mar.
Món'dāy,	Mon.	Ā'pril,	Apr.
Tūes'dāy,	Tues.	Jù lý',	Jul.
Wědnes'dāy,	Wed.	Au'gust,	Aug.
Thûrs'dāy,	Thurs	Sep těm'ber,	Sept.
Frī'dāy,	Fri.	Oe tō'ber,	Oct.
Săt'ur dāy,	Sat.	No věm'ber,	Nov.
Jăń'ū a ry,	Jan.	De čěm'ber,	Dec.
Fěb'rū a ry,	Feb.	Chrīst'mas,	Xmas.

Lesson 172.

The sound of **a** in the unaccented syllables of this lesson is **ā** somewhat obscure.

vō'eal	mōr'al	bāl'lad	běd'lam
lō'eal	mōr'tal	bāl'last	măd'am
tō'tal	měd'al	těn'ant	seăn'dal
fłō'ral	měn'tal	eōn'stant	dış'mal
pōst'al	çěn'tral	dış'tant	băr'rack

Lesson 173.

Copy and memorize this rhyme :

“ Thirty days have September,
April, June, and November;
All the rest have thirty-one
Excepting February alone,
To which we twenty-eight assign
Till leap year gives it twenty-nine.”

Lesson 174.

Words in which the sound of **o** in the unaccented syllable = **ú**.

rī'ót	tăl'ón	dē'mōn	věn'óm
pī'lōt	drăg'ón	ĕō'lōn	ĕüs'tóm
pĭv'ót	flăg'ón	erāy'ón	răñ'sóm
bĭg'ót	fĕl'ón	sĭ'phōn	sŭm'món
hăv'óe	mĕl'ón	çít'ròn	sĕr'món
pĭs'tól	pĭs'tón	mă'trón	bîsh'óp

Lesson 175.

TITLES AND THEIR ABBREVIATIONS.

Mîs'ter,	Mr.	Pro fĕss'órf	Prof.
Mîs'tress,	Mrs.	Dõe'tõr,	Dr.
Ĝen'tle men,	Messrs.	Ĕăpt'aín,	Capt.
Es quîre',	Esq.	Măjõr,	Maj.
Hõn'õr a ble,	Hon.	Colo'nel (kûr'),	Col.
Rëv'er end,	Rev.	Ĝen'er al,	Gen.

Lesson 176.

Use these homophones in appropriate sentences.

bîn, <i>a place for grain, etc.</i>	lÿnx, <i>a wild animal.</i>
been, <i>participle of be.</i>	lînk's, <i>of a chain.</i>
gîlt, <i>gilding.</i>	lîmb, <i>an arm or leg.</i>
guîlt, <i>crime; sin.</i>	lîmn, <i>to paint or sketch.</i>
hîm, <i>that man or boy.</i>	nît, <i>an insect's egg.</i>
hÿmn, <i>a sacred song.</i>	knît, <i>to form or join.</i>
în, <i>within; present.</i>	prîm'mer, <i>more prim.</i>
înn, <i>a public house.</i>	prîm'er, <i>a child's book.</i>
kîll, <i>to take away life.</i>	rîng, <i>to sound.</i>
kîln, <i>an oven or furnace.</i>	wrîng, <i>to twist.</i>

Lesson 177.

Final **or**, representing a sound like that of **er** in **ev'er**.

är'dör	äu'thōr	sā'vōr	vīš'it ūr
ăñ'ehor	hōr'rōr	vīe'tor	ōr'a tor
elăñ'gor	ăe'tor	flā'ver	mōn'i tor
är'bor	trā'i'tor	jū'rōr	ăñ'çes tor
rīg'or	här'bor	ēr'rōr	im pōs'tor

Lesson 178.

Final syllables in first three columns composed of consonant sounds united by voice glide.

ăm'ple	kīn'dle	trīe'kle	rěb'ěl
eăe'kle	bü'e'kle	erūm'ple	nǐck'el
dăz'zle	măz'zle	trăm'ple	mōd'ěl
fee'ble	păz'zle	erūm'ble	nōv'el
fōn'dle	săm'ple	spăn'dle	tăñ'něl
sĕt'tle	brăt'tle	shăf'fle	gōs'pěl
săm'ple	băñ'gle	seăt'tle	tăs'sel
dăm'ple	dăñ'gle	prăt'tle	sōr'rěl
răt'tle	străg'gle	eoă'ple	tăñ'sel

Lesson 179.

ABBREVIATIONS ILLUSTRATED. — Mr. and Mrs. Harvey F. Smith, 98 Adams St., City. The writings of Dr. Oliver Wendell Holmes are full of humor. Prof. Henry W. Longfellow, the famous author, was born in Portland, Me., in 1807. Capt. John Smith explored Virginia in 1607. Gen. George Washington was commander of the American forces during the Revolutionary War. Hon. Thomas B. Reed was Speaker of the House of Representatives.

Lesson 180.

WORDS OF SIMILAR MEANING.

bärd	pō'et	ex pěrt'	děx'ter oūs
boōn	fā'vōr	ex ăet'	ăe'eu rate
bälm	oint'ment	ex trēme'	out'er mōst
blithe	měr'ry	ĕul'prit	erim'i nal
briēf	eon çīse'	de sīgn'	in těn'tion
bāne	poi'son	dī vīne'	hěav'en ly
chīde	re būke'	dis ēase'	măl'a dy
děll	văl'leý	fěr'tile	pro dū'e'tive

Lesson 181.

ēōarse, not fine.	mōan, to lament.
ēōurse, a track; a way.	mōwn, cut down.
grōan, a moaning sound.	mōte, a particle of dust.
grōwn, increased.	mōat, a ditch.
hōle, a hollow place.	rōad, a way.
whōle, all; entire.	rōde, did ride.
lōne, solitary.	sōre, painful.
lōan, a thing lent.	sōar, to fly aloft.

Lesson 182.

Sound of **ā** in last syllables almost like **ĕ**.

prěf'āce	pōst'āge	drāin'āge	ōb'dū rāte
elī'mate	pās'sage	fō'li age	fō'r'tū nate
pī'rate	păck'āge	ăv'er age	děs'per ate
sěn'ate	rāv'āge	mū'čī lage	ōb'sti nate
těr'raçe	sāu'sage	ad vān'tāge	prōf'li gate
sö'l'āce	eoīn'āge	dis eoūr'āge	těm'per ate
sûr'façe	hōm'āge	en eoūr'āge	mōd'er ate

Lesson 183.

The sound of **e** before **nt**, in unaccented syllables, is obscure **ĕ**.

ĕv'i dent	a bătē'ment	vī'o lent
ĕm'i nent	ad jā'çent	lē'ni ent
ĕx'çel lent	ĕom plā'çent	ôr'nă ment
rĕg'i ment	ex çīte'ment	ĭm'mi nent
ĭn'çī dent	a pärt'ment	nū'tri ment
ĭn'stru ment	ap păr'ent	pĕr'mă nent
mōn'ū ment	trans păr'ent	ad hēr'ent
mĕr'ri ment	per síst'ent	re şént'ment

Lesson 184.

blūe, <i>a color.</i>	dūn, <i>a dark color.</i>
blew, <i>did blow.</i>	dōne, <i>finished.</i> [religion.]
dūe, <i>owing.</i>	nūn, <i>a woman devoted to</i>
dew, <i>moisture.</i>	nōne, <i>not any.</i>
flūe, <i>passage for smoke.</i>	rūng, <i>did ring.</i>
flew, <i>did fly.</i>	wrūng, <i>twisted.</i>
new (nū), <i>fresh.</i>	skūll, <i>part of the head.</i>
knew, <i>did know.</i>	seūll, <i>a small boat.</i>

Lesson 185.

Use words of similar meaning instead of those in italics below :

Shakespeare is called "the *bard* of Avon."

"Every good *gift* and every perfect *boon* is from above."

The bird sang a *merry* song. The lawyer made a *brief* but *exact* statement of the case. The prairies of Illinois are very *productive*. Practice made the officer an *expert* swordsman. The policeman arrested the *culprit* and brought him before the judge.

Lesson 186.

The sound of **a** before **nt**, in unaccented syllables, is obscure **ā**.

pěas'ant	rā'dī ant	a būn'dant
war'rant	är'ro gant	at tēnd'ant
in'stant	äp'pli eant	dis eôrd'ant
vā'grant	stîm'ü lant	in dîg'nant
stăg'nant	ĕl'e gant	tri üm'phant
rēm'nant	ĕm'i grant	lieü tēn'ant

Lesson 187.

ADJECTIVES OF SIMILAR MEANING.

săd	pāin'ful	griēv'oüs	lăv'ish	pro fūse'
still	se rēne'	qui'et	ru'ral	rūs'tie
fär	re mōte'	för'eign	ĕld'est	ōld'est
wiše	prü'dent	dis ereet'	lē'gal	läw'ful
fit	pröp'er	dē'cent	gōr'y	blöod'y
true	hōn'est	sin çere'	dış'mal	glōom'y
whōle	en tire'	tō'tal	stûr'dy	härd'y
düll	tôr'pid	be nümbed'	wan'ton	spōrt'ive

Lesson 188.

COMMERCIAL TERMS AND ABBREVIATIONS.

Děbt'ör,	Dr.	Re çēived',	Recd.
Erěd'it ör,	Cr.	Pāy'ment,	Payt.
Ae eount',	Acct.	Měr'chan dîşe,	Mdse.
Băl'ançe,	Bal.	Dít'tō (the same),	Do.
A mount',	Amt.	İn'ter est,	Int.
Éom'pa·ny,	Co.	Dís'eount,	Disct.

C.O.D., Éash (or Éol lëet') on De lív'er y.
Pér çënt., By the hün'dred.

Lesson 189.

âir, the atmosphere.	pâre, to cut off.
êre, before.	pâir, two of a kind.
hêir, one who inherits.	peâr, a fruit.
bâre, naked; mere.	stâre, to look earnestly.
beâr, an animal.	stâir, a step.
fâre, price of passage.	thêir, belonging to them.
fâir, pure; clear.	thêre, in that place.
hâre, an animal.	wâre, goods; merchandise.
hâir, of the head.	weâr, to waste by use.

Lesson 190.

Spell the adjectives from which these adverbs are derived.

brîsk'ly	răp'id lÿ	nîçe'lÿ	pre çîse'lÿ
sôre'ly	griëv'oûs ly	smôoth'ly	se rëne'ly
striët'ly	ex æet'ly	hûm'bly	môd'est ly
æalm'ly	qui'et ly	right'ly	eor rëet'ly
vast'ly	im mënse'ly	whôl'ly	en tîre'ly
last'ly	fî'nall ly	mêan'ly	ig nô'bly
hôarse'ly	hüs'kî ly	quïck'ly	speed'i ly
warm'ly	fér'vent ly	sad'ly	môurn'fûl ly
prömp'tly	rëad'i ly	jüst'ly	wor'thi ly

Lesson 191.

Substitute other words for those in italics below:

It was a dark, *dismal* day. This answer is *exactly* right. The steppes of Russia are *vast* plains. The debt was *wholly* paid. Edwin was the *oldest* son.

“Slowly and *sadly* we laid him down,
From the field of his fame fresh and *gory*.”

—WOLFE.

Lesson 192.

Note and utter the sounds of **a** in accented syllables.

jäck'ët	än'gël	är'më	stäg'gër
läñ'çet	wä'fer	ärt'ist	shät'ter
pän'ie	wäñ'ing	vär'nish	plät'ter
plän'et	päl'ings	härv'est	län'tern
häp'pen	stät'e'ment	ëär'bön	päs'sive
gär'ret	äl'ter	gär'ment	lä'tiçe
däm'sel	eał'dròn	mäs'ter	ăb'sençe
ständerd	eau'tion	glänç'ing	chäl'lengë

Lesson 193.

VERBS OF SIMILAR MEANING.

grōw	en lärgé'	in erēase'	re plý'	re spönd'
feed	noür'ish	nûr'türe	hū'mör	in dühlge'
chëck	hín'der	pre vënt'	pro çeed'	ad vânçe'
bound	lím'it	re strïet'	sur pâss'	ex çeed'
müše	stüd'y	pön'der	re vōke'	re eall'
doubt	sus pëet'	mis trüst'	re stôre'	re plâçe'
wärn	in fôrm'	ap prișe'	or dâin'	ap point'
think	sup pôșe'	pre sümé'	as sërt'	mâin tâin'

Lesson 194.

ădd\$, *joins to.*

ădz, *a carpenter's tool.*

bäd, *not good.*

bäde, *commanded.*

ĕan'òn, *a law; a rule.*

ĕan'nòn, *a great gun.*

ĕan'vas, *a coarse cloth.*

ĕan'vass, *to solicit votes.*

män'tle, *a cloak. [place.*

män'tel, *shelf over a fire-*

päl'lët, *a small bed.*

päl'âte, *roof of the mouth.*

Pupils should use each of these words in a sentence.

Lesson 195.

Various sounds of **e** under the accent.

těm'per	re trēat'	ěm'berš	ěrr'ing
těm'pest	eon çēal'	běl'lōw	věr'diet
těmp'ted	ex ēempt'	lěath'er	yěarn'ing
frěsh'et	in věst'	prěš'enče	ěarth'wārd
fět'ter	e lěet'	nēi'ther	sū pěrb'
scěp'ter	ex çěss'	lēi'süre	in fěr'
wěl'eome	dis trěss'	lěe'türe	ob sěrvé'
rěp'tile	de scěnt'	trěas'üre	dis pěrse'

Lesson 196.

COMMON ABBREVIATIONS.

Fōre'nōon,	A.M.	Coun'ty	Co.
Āft'er nōon,	P.M.	Ān'swer,	Ans.
lāst mónth,	ult.	Pōst'seript,	P.S.
this mónth,	inst.	Mān'ù seript,	MS.
něxt mónth,	prox.	Vōl'üme,	Vol.
Rāil'rōad,	R.R.	Nüm'ber,	No.
Pōst Öffīce,	P.O.	Moun'tain,	Mt.
Tāke nō'tice,	N.B.	Ex ām'ple,	Ex.

Lesson 197.

DICTATION REVIEW.

DEAR TEACHER: You requested us this A.M., to write you some sentences containing abbreviations. I will drop this MS. into the P.O., on the 27th inst., and hope you will have received it by the 1st prox. Smith & Co. do a large business and send Mdse. to all parts of the country. In our town, we have Dr. Lee, Prof. Jones, and Capt. Mack. I come into the city every day on the R.R.

P.S. I think this is a good exercise.

Lesson 198.

NOUNS OF SIMILAR MEANING.

thēme	süb'jeet	trick	strät'ā g̃em
news (nūz)	tīdings	trūst	eōn'fi dençē
guīse	mān'ner	lēave	per mīs'siōn
view	prōs'peet	sīght	spēe'tā ele
sīre	fā'ther	out'set	be gīn'ning
sōrt	spē'ciēs (shēz)	es tātē'	prčp'er ty
fōrm	fāsh'iōn	spē'cioüs	plau'ši ble
fright	dis māy'	plau'dits	ap plauše'

Lesson 199.

all, the whole.	eaus̄, cries of a crow.
awl, a pointed tool.	eause, a reason.
aught, anything.	hāll, a large room.
ōught, should.	haul, to pull.
ball, a round body.	paw̄s, plural of paw.
bawl, to cry out.	pause, a stop.
claws, talons.	quarts, plural of quart.
clause, part of a sentence.	quartz, a mineral.

Lesson 200.

ADJECTIVES OF SIMILAR MEANING (SYNONYMS).

frānk	ēan'did	hūge	gī gān'tie
dārk	glōom'y	bōld	he rō'ie
lāte	rē'cent	elēar	mān'i fest
lōne	sīn'gle	bāle'ful	sōr'rōw ful
fīrm	stēad'fast	härm'less	īn'no çent
ex āet'	pre cīse'	mōurn'ful	plāin'tive
wīst'ful	wīsh'ful	ēom plēte'	thōr'ōugh

Lesson 201.

Note the sounds of **i** in accented syllables.

dīn	rīng'let	sī'lençe	fī'ær y
flīt	twīt'ter	scī'ençe	rīck'et y
skīff	quit'ted	slīm'y	līb'er ty
prīnt	prīn'çess	mīd'nīght	īn'fan çy
frīngē	glīs'tened	af frīght'	sīg'nī fī
chīme	īn'stin <u>et</u>	be stīr'	erīm'ī nal
strīde	mīs'chīef	çīr'euit	īn'ter view
mīrth	witch'eraft	whīrl'pōol	lī'brā rȳ

Lesson 202.

běll, <i>for ringing.</i>	lěd, <i>guided.</i>
belle, <i>a gay young lady.</i>	lěad, <i>a soft metal.</i>
běr'ry, <i>a small fruit.</i>	lěss'en, <i>to make less.</i>
bur'y, <i>to inter.</i>	lěs'son, <i>a task.</i>
brěd, <i>brought up.</i>	rěst, <i>repose; ease.</i>
brěad, <i>a kind of food.</i>	wrěst, <i>to take by force.</i>
guěst, <i>a visitor.</i>	sěll, <i>to vend; dispose of.</i>
guěssed(t), <i>did guess.</i>	çěll, <i>a small room.</i>

Lesson 203.

EXERCISE ON HOMOPHONES.—“Hear the sledges with the bells.”—POE. Who were the belles of the party?

The landlord assigned a room to each guest. Who guessed the riddle?

Coffee is the berry of an evergreen tree.

“Trust no Future, howe'er pleasant!

Let the dead Past bury its dead!

Act,—act in the living Present.”

—LONGFELLOW.

Lesson 204.

Note the sounds of **o** in accented syllables.

dōze	tōe'sin	ō'val	e mō'tion
gōre	tōr'rent	en rōll'	de vō'tion
grōss	hōl'lōw	un knōwn'	ex pō'şüre
prōše	prōç'ess	ōr'phan	pro pōr'tion
brōnzed	prōg'ress	mōr'sēl	pōp'ū lār
rōamed	nōs'trīl	stōrm'y	pōš'i tīve
strōlled	fōr'aĝe	fōr lōrn'	prōv'i dençē
seöffed(t)	hōs'taĝe	re mōrse'	ēol'o ny

Lesson 205.

SYNONYMOUS VERBS.

hāng	sus pěnd'	tōr'türe	tōr měnt'
vērge	ap prōach'	be mōan'	la měnt'
strīp	de spoil'	eon vīnçe'	per suāde'
drāw	de rīvē'	de elīne'	re fūše'
ūrge	im pěl'	gōs'sip	tăt'tle
elōthe	in věst'	měn'āče	thrěat'en
sēize	grăp'ple	pûr sūe'	fōl'lōw
drīve	pro pěl'	wōr'ry	trouř'ble

Lesson 206.

āle, a kind of liquor.
āil, to be sick.
fāint, weak; languid.
feint, a false show.
fāin, gladly.
fāne, a temple.
feign, to pretend.

grāt'er, a scraper.
greāt'er, larger.
gāte, an entrance.
gāit, manner of walking.
rāin, water from clouds.
rein, part of a bridle.
reign, to rule.

Lesson 207.

SYNONYMOUS NOUNS.

drēss	ap pär'el	mäx'im	prōv'ěrb
slōth	lā'zi ness	prōj'eet	de šign'
ěnd	tēr'mi nūs	do māin'	ěm'pīre
prīde	vān'i ty	tū'mult	üp'rōar
fāme	re nown'	çhā grīn'	vex ā'tion
spīte	măl'īce	shōrt'ness	brēv'i ty
siḡn	sīg'nal	grān'deūr	măj'es ty
tȳpe	sȳm'bōl	rūb'bish	trūmp'er y

Lesson 208.

Note the sounds of **u** in accented syllables.

bulk	dū'e'at	ex elūde'	ū'nī vērse
shūn	rūd'dy	re fūte'	pū'ri ty
gūsh	elūs'ter	as sūme'	fūr'ni tūre
grūnt	sūm'mer	en sūed'	ad jūst'ed
plūnge	spūt'ter	fū'tūre	il lūs'trātc
tūrf	tūg'ging	un fūrl'	re lu-e'tançe
sūrf	fūr'rōw	ūr'gent	en eūm'brançe
fūrze	üp'wārd	sûr'geon	īn tro dūçe'

Lesson 209.

lāne, a narrow road.	
lāin, participle of lie.	
māle, name of a sex.	
māil, a letter bag; armor.	
rāze, to destroy.	
rāiſe, to lift.	
rāys, of the sun.	

māne, of a horse.
māin, chief; principal.
stāke, a post.
steāk, a slice of meat.
vāin, fruitless.
vein, a blood vessel.
vāne, on a steeple.

Lesson 210.

hûrt	in'jûred	try	en děav'ōr
piērçe	trans fîx'	meet	en eoun'ter
shièld	pro t�et'	joined	�on n�et'ed
hint	sug g�est'	de b�te'	dis p�te'
thr�ve	flo�r'ish	per f�rm'	�x'e e�te
pro�ve	v�r'i f�y	qui�er	tr�m'ble
free	l�ib'er �te	p� r�de'	dis pl�y'
pl�a�se	gr�t'i f�y	be t�de'	h�p'pen

Lesson 211.

beech, <i>a tree.</i>	peel, <i>a rind or skin.</i>
b�each, <i>the seashore.</i>	p�al, <i>a loud sound.</i>
�reak, <i>to make a noise.</i>	peer, <i>an equal.</i>
�reek, <i>a small stream.</i>	pi�r, <i>of a bridge.</i>
feet, <i>plural of foot.</i>	seed, <i>a germ.</i>
feat, <i>an exploit.</i>	��de, <i>to give up.</i> [out.
heel, <i>a part of the foot.</i>	l�ak, <i>to let water in or</i>
h�al, <i>to cure.</i>	leek, <i>a sort of onion.</i>

Lesson 212.

DICTATION REVIEW.—The large *beech* threw its shade along the *beach*. On the banks of the *creek*, he heard a *creaking* noise. He performed a wonderful *feat* with his *feet*. His *heel* was bruised, but the ointment *healed* it. The Egyptians worshiped *leeks*. The vessel sprang a *leak*. The orange has a fragrant *peel*. He was startled by the *peal* of bells. He was the *peer* of any in the school. The *pier* was solidly built.

TO TEACHERS.—Pupils should construct original sentences, similar to above, containing the words in Lessons 214, 217, etc.

Lesson 213.

SYNONYMOUS ADJECTIVES.

stērn	se vērē'	üp'rīght	e rēet'
pūre	gēn'u īne	cheer'y	līve'ly
fiērçe	fū'rī oūs	blēss'ed	hāp'py
bāse	īn'fā moūs	sūr'ly	erāb'bed
plūmb	vēr'ti eal	prī'or	fōr'mer
grānd	mā jēs'tie	hōr'rid	frīght'ful
vāgue	un sēt'tled	brāwn'y	mūs'eu lār
roūgh (rūf)	rūg'ged	yōuth'ful	jū've nīle

Lesson 214.

seen, viewed ; beheld.	sheer, pure ; unmixed.
sēine, a fishing net.	shēar, to clip.
scēne, a sight ; a view.	tēar, water from the eyes.
seer, a prophet.	tiēr, a rank ; a row.
sēar, to burn ; to wither.	week, seven days.
çēre, to cover with wax.	wēak, feeble ; infirm.
seeš, views ; beholds.	ween, to think.
sēize, to lay hold of.	wēan, to withdraw from.

Lesson 215.

The ending **-ness** means *state of being*.

gōod'ness	kīnd'ness	glād'ness	joy'oūs ness
fāir'ness	frānk'ness	hīgh'ness	lōft'i ness
sīck'ness	ill'ness	mīld'ness	gēn'tle ness
rūde'ness	ēōarse'ness	sād'ness	gloōm'i ness
keen'ness	shärp'ness	still'ness	quī'et ness
dūll'ness	blūnt'ness	soft'ness	tēn'der ness

Spell the adjectives from which these nouns are derived.

Lesson 216.

Ce, ci, si and **ti**, representing the sound of **sh**.

ō'cean	e mō'tiōn	ēom mī'siōn
ān'cient	e quā'tion	sus pī'cion
āu-e'tiōn	pro mō'tiōn	pre ēau'tion
mān'siōn	am bī'tiōūs	dis tīn-e'tion
pēn'siōn	for mā'tion	ēon sēriō'ption
pā'tiēnce	mū shī'cian	poş şēs'siōn
pār'tial	pro fēs'siōn	plan tā'tiōn
in ī'tial	per mī'siōn	foun dā'tiōn

Lesson 217.

bī'y, <i>with ; near.</i>	hī'de, <i>to conceal.</i>
buī'y, <i>to purchase.</i>	hī'd, <i>went in haste.</i>
hīgh, <i>tall ; lofty.</i>	rī'me, <i>hoarfrost.</i>
hī'e, <i>to make haste.</i>	rhī'yme, <i>verse.</i>
priēš, <i>inquires into.</i>	in dītē', <i>to compose.</i>
prī'ze, <i>a reward.</i>	in dīct', <i>to accuse.</i>
rī'te, <i>a ceremony.</i>	sī'te, <i>situation.</i>
wrī'te, <i>to do writing.</i>	çī'te, <i>to summon.</i>
rīght, <i>correct.</i>	sī'ght, <i>a view.</i>

Lesson 218.

Substitute synonyms for words in italics below :

This is a specimen of *pure* gold. A *furious* storm swept over the island. This wall is not *plumb*. The *trail* over the mountain was wild and *rough*, but our view from the summit was *grand*. Stand *erect* while reciting. "That *cheery* people are brighter even than sunshine is easily proved." — H. H.

Lesson 219.

Last syllables pronounced **shǔn.**

a dōp'tion	ere ā'tion	ōp er ā'tion
e rē'e'tion	eon fēs'sion	rēe re ā'tion
as sēr'tion	im prēs'sion	ĕx al tā'tion
re flēe'tion	per čēp'tion	sēp à rā'tion
ob jēe'tion	ēom plē'tion	çīr eu lā'tion
per fēe'tion	de prēs'sion	pēr se eū'tion
pro tēe'tion	trans āe'tion	ăd mī rā'tion
op prēs'sion	trans grēs'sion	měd i tā'tion

Write the verbs from which these nouns are derived.

Lesson 220.

Note the meaning of the words in each line.

běd	ōf'fer	prōf'fer	pro pōš'al
gǐft	tāl'ent	pow'er	fă'e'ul ty
strāin	ĕf'fōrt	strūg'gle	ex ēr'tion
plück	eoūr'aģe	văl'ōr	brāv'er y
pōmp	dis plāy'	splēn'dōr	shōw'i ness
seōrn	dis dāin'	ēon ēmpt'	de rī'sion
hōax	de čēit'	hūm'būg	de čēp'tion
fōrće	vīg'ōr	strēngth	ěn'er gý

Lesson 221.

bōw, a weapon.	dōe, a female deer.
beau, a gallant.	dōugh, unbaked paste.
bōrne, carried.	fōrt, a fortress.
bōurn, a bound; limit.	fōrte, the strong point.
brōach, to make public.	hōrde, a tribe.
brōoch, an ornament.	hōard, to collect.
ēore, the inner part.	nōše, the organ of smell.
ēorps, a body of troops.	knōws, does know.

Lesson 222.

SYNONYMOUS NOUNS.

dē fī'ciēn çy	wānt	dē fē'et'
as tōn'ish ment	wōn'der	sur prī'sē'
de līv'er ançe	rēs'eūe	re lēase'
in īq'ui tȳ (ik'wī)	erīme	wīck'ed ness
tēs'ti mō ny	prōof	ěv'i dençe
ra pīd'i ty	speed	ve lōç'ity
ex pē'ri ençe	trī'al	ex pē'r'i ment
a bīl'i ty	ăpt'ness	ea păç'i ty

Lesson 223.

ōre, <i>unrefined metal.</i>	brute, <i>a beast.</i>
ōar, <i>to row with.</i>	brūit, <i>to report.</i>
pōre, <i>a small opening.</i>	chōōše, <i>to select.</i> [teeth.]
pōur, <i>to flow; to issue.</i>	chew§, <i>grinds with the</i>
sōw, <i>to scatter seed.</i>	rōod, <i>fourth of an acre.</i>
sew, <i>with a needle.</i>	rude, <i>uncivil.</i>
sōle, <i>part of the foot.</i>	rōot, <i>of a plant.</i>
sōul, <i>the spirit.</i>	rōute, <i>a road; a way.</i>

Lesson 224.

Substitute synonyms for the words in italics below :

The *velocity* of sound in air is about 1090 feet per second. Some trains run at a *high speed*. The *testimony* of one witness *convinced* the jury that the prisoner was guilty. How much did you *offer* for this article ? “A pound of *pluck* is worth a ton of luck.”

“The *splendor* falls on castle walls
And snowy *summits* old in story.”

— TENNYSON.

Lesson 225.

The ending **-ous** means *full of; having*.

pěr'íl ōus	re līg'iōus	in dūs'tr̄i ōus
rīg'ōr ōus	ěn'vei ōus	vie tō'ri ōus
mär'vel ōus	glō'ri ōus	mys tē'ri ōus
pít'e ōus	vīr'tū ōus	me lō'di ōus
vīg'ōr ōus	out rāgē'ōus	rī dīe'ū lōus
dū'te ōus	elām'ōr ōus	pre šūmp'tū ōus
plěn'te ōus	hū'mōr ōus	sū per stītiōus

Write the nouns from which these adjectives are derived.

Lesson 226.

būr'rōw, a rabbit hole.	fūrs, skins.
bōr'ōugh, a corporate town.	fūrze, a thorny shrub.
sūm, the whole.	bow, to bend.
sōme, a part; a portion.	bough, a branch.
sūn, the source of light.	brow\$, plural of brow.
sōn, a male child.	brow\$e, to eat shrubs.
hērd, a drove; a flock.	foul, not clean.
hēard, did hear.	fowl, a bird.

Lesson 227.

hu mīl'ī tȳ	mōd'es ty	dīf'fi dençē
sa gäç'i ty	shrewd'ness	pēn e trā'tion
ea lām'i ty	diş ă'ster	mis fōr'tūne
a e çēs'so ry	a bē'ttōr	a e eōm'pliçē
im pēd'i ment	ōb'sta ele'	hīn'drançē
vī çīn'i ty	vīç'ī nāgē	neigh'bōr hōōd
pēr se vēr'ançē	eōn'stan çy	per sīst'ençē
pom pōs'i ty	bōast'ful ness	ős ten tā'tion

Pupils should use the above words in sentences.



Lesson 228.

In all, except the last three words of this lesson, **i** = **y** consonant; thus *union* is pronounced *ūn'yūn*.

ūn'iōn	sēn'ior	eon vēn'ient
pīn'iōn	jūn'ior	pe eūl'iār
bīl'līōn	sāv'ior	ēom pān'iōn
trīl'līōn	brīl'līānt	do mīn'iōn
çī vīl'ian	o pīn'iōn	çē lēs'tial(chal)
gēn'ius	re bēl'līōn	quēs'tiōn(chūn)
vāl'īānt	ēom mūn'iōn	ēōm būs'tiōn(chūn)

Lesson 229.

bāte, to lessen.	nāve, part of a church.
bāit, an allurement.	knāve, a rogue.
brāke, a thicket of shrubs.	pāne, a square of glass.
breāk, to part by force.	pāin, distress ; suffering.
dāyঃ, plural of day.	plāne, a carpenter's tool.
dāze, to dazzle.	plāin, clear ; even.
gāge, a pledge.	plāte, flat piece of metal.
gāuge, to measure.	plāit, to braid.



Lesson 230.

Substitute synonyms for words in italics below :

The clown wore a *ridiculous* dress, and his actions excited great *merriment*. Every person in the *neighborhood* was interested in the school. The *valiant* soldiers made a *perilous* march. They overcame every *obstacle* and won a *glorious* victory.

“ Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay.”

— GOLDSMITH.

Lesson 231.

<i>slāy, to kill.</i>	<i>jām, a conserve of fruit.</i>
<i>sleīgh, a sledge.</i>	<i>jāmb, sidepiece of a door.</i>
<i>wāste, to consume.</i>	<i>lāps, licks as a dog.</i>
<i>wāist, part of the body.</i>	<i>lāpse, to slip ; to slide.</i>
<i>wāit, to stay ; to remain.</i>	<i>rāp, to hit ; to strike.</i>
<i>weight, heaviness.</i>	<i>wrāp, to fold.</i>
<i>wāve, a billow.</i>	<i>tācks, small nails.</i>
<i>wāive, to give up.</i>	<i>tāx, a rate ; a duty.</i>

Lesson 232.

SYNONYMOUS ADJECTIVES.

<i>o rīg'ī nal</i>	<i>priš'tīne</i>	<i>prīm'ī tīve</i>
<i>ap prō'pri āte</i>	<i>prōp'er</i>	<i>sūit'a ble</i>
<i>ā'mi a ble</i>	<i>lōvē'ly</i>	<i>lōv'a ble</i>
<i>per pēt'ū al</i>	<i>ěnd'less</i>	<i>un çēas'ing</i>
<i>sōl'i ta ry</i>	<i>lōnē'ly</i>	<i>se elūd'ed</i>
<i>ex trāv'a gant</i>	<i>wāste'ful</i>	<i>ex çēss'īve</i>
<i>eon tīn'ū al</i>	<i>ěon'stant</i>	<i>eon tīn'ū oūs</i>
<i>hā bīt'ū al</i>	<i>ěom'mōn</i>	<i>ěūs'tōm ā ry</i>

Lesson 233.

SYNOMYS ILLUSTRATED.

This **amiable** woman had two **lovely** daughters ; in disposition they were affectionate and **lovable**.

An **endless** succession of inventors has been **unceasing** in efforts to secure **perpetual** motion.

In a **lonely** valley, **secluded** from his fellow-men, the hermit led a **solitary** life.

The **excessive** love of dress sometimes leads to **extravagant** habits and **wasteful** expenses.

Lesson 234.

POLYSYLLABLES.

ăñ'ñū al ly	ău thɔr'i ty	t dĕn'tĭ fŷ
mō'men tā ry	de cīd'ed ly	ĕom mū'ni ēāte
ăd'mī rā blŷ	fru găl'i ty	çer tif'i ēāte
ăe'eu rāte ly	sim pliç'i ty	ĕol lĕet'īve ly
rēš'o lüte ly	per plēx'i ty	ō ri ēn'tal
ăñ'ī mā ted	pär tīe'ū lăr	ĕe çi dĕn'tal
ăd'vo eā ted	ĕom păr'i són	çen tēn'ni al
mîš'er a ble	ĕom păr'a tīve	mōn ū mĕn'tal

Lesson 235.

Words in which **s** has the sound of **sh**.

sure	in sure'	çĕn'sure	sĕn'su al
sug'är	ăs sure'	fîs'sure	nău'sĕ āte
sure'ty	sū'mae	prĕs'sure	in sur'ançē

Words in which **s** has the sound of **zh**.

plēas'üre	vĭsh'ion	ad hē'siōn
in elō'süre	ū'sū ry	de lū'siōn
ĕom pō'süre	dī vĭsiōn	ex elū'siōn
dis elō'süre	de çi'siōn	ex plō'siōn
ū'sū al	in vā'siōn	ĕol lī'siōn

Lesson 236.

WORDS SOMETIMES CONFOUNDED. — Will you *teach* me to write? I will try to *learn*. We *expect* visitors to-morrow. I *suspect* that this bill is a counterfeit.

The *balance* due is twenty dollars. Give me a *receipt* for ten dollars now; I will pay the *remainder* next week. Here is a *recipe* for making plum pudding.

Children *ought* to obey. We *should* speak distinctly.

HOMOPHONES.

Lesson 237.

eāne, a staff.
Ēain, a man's name.
nāy, no; not.
neigh, the cry of a horse.
prāys, entreats.
prāise, to commend.
lēaf, part of a plant.
liēf, willingly; gladly.
lēa, a meadow.
lee, opposite the wind.
need, want; necessity.
knēad, to work dough.

Lesson 238.

pēak, top of a hill.
pique, spite; displeasure.
mēan, base; low.
miēn, air; manner.
fōre, in front.
fōur, twice two.
ōde, a kind of poem.
ōwed, did owe.
rōte, mere repetition.
wrōte, did write.
thrōne, a chair of state.
thrōwn, participle of throw.

Pupils should use each homophone in an original sentence.

Lesson 239.

SYNONYMS ILLUSTRATED.

The true purpose of education is to cherish the seed of immortality sown within us.

“By instruction, we do learn ourselves to know,
And what to man, and what to God we owe.”

She was especially gifted in song.

“Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long.”

“Rose of the desert, thou art to me
An emblem of stainless purity, symbol
Of those who, keeping their garments white,
Walk on through life with steps aright.”

Lesson 240.

The words on this page will require care in spelling.

ā new'	ap prōach'	ăl'phă bet
be dew'	aē quāint'	ăv'e nūes
děl'ūge	eon děmn'	fā'vor īte
hěav'en	as sǎult'	hěr'o īsm
eoūn'trȳ	ap plāuse'	ĕx'qui šite
eōl'lege	as erībe'	ĕl'o quençe
fīg'üre	of fěnse'	ĕāt'a lōgue
ghāst'ly	al thōugh'	ăe knōwl'edge

Lesson 241.

bär'gain(gěn)	en wrăpped'(t)	ap prěn'tiçe
blūe'ness	in tĕrred'	de pär'türe
glā'cier(shēr)	per çēived'	en děav'ōr
mür'raĭn	dis mǐssed'(t)	in děbt'ed
läunched(t)	buf fōon'	dis heärt'en
gnärled	friĕnd'ship	mýr'i ad
fraught	prăe'tiçed(t)	sým'pa thý
huz zä'	frōn'tiēr	góv'ern ment

Lesson 242.

SYNONYMS ILLUSTRATED.

The boy **acknowledged** his fault, and the prisoner **confessed** the crime.

“ If at first you don’t succeed,
Try, try, again ! ”

I will endeavor to do my duty.

“ I come to bury Cæsar, not to praise him.
The evil that men do lives after them ;
The good is oft interred with their bones.”

Lesson 243.

WORDS DIFFICULT TO SPELL.

griēf	heīght	wěalthý	erěv'īče
briēf	freīght	pēo'ple	sērv'īče
fiēld	sēize	slōp'ing	çēl'ēr ý
piēce	ēi'ther	slōp'pý	sěp'ā rāte
chiēf	bē liēve'	wōol'ly	grā'cioüs
yiēld	rē çēive'	goug'ing	bē eauše
friēnd	fōr'eign	wom'an	bis'euit
griēve	çēil'īng	wom'ēn (wim')	çir'euit

Lesson 244.

WORDS OFTEN MISPRONOUNCED.

ělm	ā'gūe	ā erōss'	ě lěv'en
jǔst	ā lärm'	dǐs'ēaše	pōp'ū lär
joists	äl'mōnd	chim'neý	rēg'ū lär
ăets	bě'lōws	čap'taīn	sǐn'gū lär
eātch	gäl'lōws	moun'taīn	ā gain' (gēn')
shōne	wōrst'ěd	wār'riōr (yēr)	buoy (bwoi)

Lesson 245.

SYNONYMS ILLUSTRATED.

The **skillful** mechanic is **dexterous** in handling his tools.

Sickness spread in the camp, and proved deadlier than the sword. The **disease** was contagious.

Foreigners cease to be aliens when they become citizens of a country.

“Your **pardon** I implore.”

“To err is human, to **forgive**, divine.”

Lesson 246.

TEST IN SPELLING.

s̄eve	eà noe'	br̄eak'fast	eāl'en dār
s̄earch	eōl'umn	hīc'cough	pār'al lēl
thiēf	bū'reau (rō)	stōm'aeh	trāv'el er
skein	bōu quēt'	gōr'geoūs	pītī ful
priēst	tū reen'	joūr'neȳ	fōr'feit ēd
sleigh	pūd'dīng	joy'oūs	lēi'sūre ly
oncē	măt'trēss	ănx'ioūs	sē'erē cȳ
-ēough	au'tūmn	pēr suāde'	ēe'stā sȳ
dōugh	rē'giōn	pūr'pōse	erītī cīše
slough	sūl'phūr	pūr sūit'	ěm'phā size
tōngue	sōl'dier	spīn'ach	vīšī ble
bus'y	ē noūgh'	lēt'tuce	sāl'ā ble

Lesson 247.

PRONOUNCING TEST.

nāpe	pūmp'kīn	ěx ǎlt'	grān'ā rȳ
gäpe	flō'ral	ěx'tant	hēr'ō īsm
sälve	sālm'òn	dī rēet'	mō šā'īe
psālm	ärē'tīe	dīs'trīet	dēfī čīt
grāss	frāg'īle	rō būst'	fēm'ī nīne
stāff	rēp'tīle	dō māin'	īl lūs'trāte
heärth	sērv'īle	pōr'trāit	gēl'ā tīne
lānce	strā'tā	tōr'toīse	glȳç'ēr īne
chānce	gāud'ȳ	ly čē'ūm	jū'vē nīle
sāuce	läun'drȳ	dīs'pū tant	sūf fice' (fīz')
wāltz	äl'dēr	vē'hē ment	hȳ'gī ēne
seārcē	bālm'ȳ	gēn'ū īne	phȳs ī ö'l'ō gȳ

PART II.

WORD BUILDING AND WORD ANALYSIS.

Lesson 1.

The words in this lesson are not formed by uniting any words in the language, and are called Simple Words.

bēad	hū'man	dis eūss'	fām'i ly
brāss	hē'r'ald	es pouſe'	thē'o rȳ
būzz	eōm'ment	re ū̄me'	erū'çī ble
erew	gōb'let	de gree'	dīs'so lūte
thrōb	gär'ters	es teem'	dīs'çī plīne
eouch	grīz'zly	dis pēnse'	trēach'er y
erüst	dīs'taff	dis tīlls'	chām'př ön

Lesson 2.

The words in this lesson are formed by uniting two simple words, and are called Compound Words.

sūn'set	sōme'thīng	lānd'lōrd	oūt'līne
sūn'rīſe	sōme'tīme	blīnd'fōld	wāy'wōrn
sūn'bēam	sōme'whēre	green'wōod	vīne'yārd
sūn'shīne	bīrth'dāy	hānd'spīke	tōmb'stōne
pāth'wāy	bīrth'plāce	mōon'shīne	hānd'māid
chār'eōal	bīrth'rīght	mōon'bēam	house'wīfe

Lesson 3.

Form compound words by writing **-man** after the words in the first three columns, and **over-** before the words in the last two columns.

pīt	hōrse	jū'ry	see	lōad
pēn	spōrts	po līçe'	tāke	whělm
bōat	stātes	eōn'gress	flōw	weight
hăng	wātch	elēr'gȳ	hēar	freiḡht
work	chūrch	joūr'neȳ	hēad	chärḡe

Lesson 4.

WORDS FORMERLY WRITTEN WITH THE HYPHEN.

dā'y'breāk	hill'sīde	wā'ter fall
fire'prōof	dōor'wāy	lēt'ter bōx
watch'word	nīght kēy	pōst'al eārd
bees'wāx	knee'pān	būm'ble bee
dīe'wōōd	house'māid	thūn'der bōlt
gās mē'tēr	snōw'flāke	hōn'eȳ eōmb
pēaće'māk er	sūn'strōke	pow'der flask
bōōk'keep er	glāss'house	fowl'ing piēçē

Lesson 5.

COMPOUND WORDS.

fōōt'fall	out pōur'	whō ȇv'er
hēad'lōng	out weigh'	whēr ȇv'er
tūrn'kēy	south'wārd	mōre ȏ'ver
mēan'tīme	nōrth'wārd	house'keep ing.
hōrse'shoe	děath'līke	ȇv er lāst'ing
quīck'sānd	brīde'grōom	mās'ter piēçē
nō'whēre	hāil'stōne	news'pā per
ȇlse'whēre	strāight'wāy	hānd'ker chīef

Lesson 6. .

DICTATION EXERCISE.—Compound words are of two kinds, *separable* and *consolidated*.

A *separable* compound is one having the simple words which compose it joined by a hyphen.

A *consolidated* compound is one in which the simple words are joined without the hyphen.

The following words are written with the hyphen: to-day, to-morrow, by-law, good-by, well-known, bird's-eye, looking-glass, knee-deep, day-star, long-lived, warm-blooded, forget-me-not, whip-poor-will.

Lesson 7.

PRIMITIVE WORDS.

A Primitive Word is one which is not derived from any other word in the language; as the following:

ebb	găsh	ĕn'tĕr	rĭv'ĕt
stāin	reek	sŭn'der	mĕr'it
trāil	snŭff	hăl'lōw	eĕr rĕet'
hūrl	pärch	mĕl'lōw	eĕr rŭpt'
rēar	quĕnch	prős'per	eĕn vĭet'
glēan	erouch	slăn'der	af flet'
ſeour	pŭnch	mĕn'tion	rĕ gärd'

Lesson 8.

A Derivative Word is one which is formed from a primitive word by changing its form.

ĕbbed	găshed(t)	ĕn'tered	rĭv'eted
stāined	reeked(t)	sŭn'dered	mĕr'ited
trāiled	snŭffed(t)	hăl'lōwed	eĕr rĕeted
hūrlēd	pärched(t)	mĕl'lōwed	eĕr rŭpted
rēared	quĕnched(t)	prős'pered	eĕn vĭeted
glēaned	erouched(t)	slăn'dered	af fleted
ſeoured	pŭnched(t)	mĕn'tioned	re gärd'ed

What sound is represented by final -ed in the various columns?

Form Derivatives by adding -ing to the words in Lesson 7.

Lesson 9.

TERMS USED IN GEOGRAPHY.

gŭlf	trōp'ies	ĕ quā'tōr	ō'ā sīs
zōne	tōr'rid	păr'al lelš	eas eāde'
strāit	frĭg'id	lăt'ī tūde	bound'ā rŷ
sound	ō'cean	lōn'gī tūde	mĕ rīd'ī ans
plāin	īs'land	eĕn'tī nent	pen īn'sū lā
stěppe	īsth'mus	plă teau'(tō)	prōm'ōn tō rŷ

Lesson 10.

A syllable placed after a word to form a new word is called a *Suffix*. In the following words, final **-er** is a suffix, and means *one who*.

hew'er	rhy'm'ér	im pōrt'ér	fōl'lōw ēr
lēad'er	tūrn'er	re pōrt'er	wan'der er
dēal'er	seek'er	sup pōrt'er	lā'bōr er
toil'er	pāv'er	of fēnd'er	sūf'fer er
eall'er	spēak'er	pre tēnd'er	mūr'der er
work'er	spēil'er	dis tūrb'er	pūb'lish er
breāk'er	mōld'er	ma rāud'er	līs'ten er
läugh'er	äärv'er	eom mānd'er	in tēr'pret er

Pupils should copy these words and define them, thus,— *hewer* = one who hews; *leader* = one who leads.

Lesson 11.

RULE I. FOR SPELLING. — Words ending in silent **e**, drop the **e** when a suffix beginning with a vowel is added.

Verbs.	Past Participles.	Present Participles.	Nouns.
in vāde'	in vād'ed	in vād'ing	in vād'er
ex plōre'	ex plōred'	ex plōr'ing	ex plōr'er
ob s̄erve'	ob s̄erved'	ob s̄erv'ing	ob s̄erv'er
eon sūme'	eon sūmed'	eon sūm'ing	eon sūm'er
pro dūçe'	pro dūçed'(t)	pro dūç'ing	pro dū'çer
be liēve'	be liēved'	be liēv'ing	be liēv'er
en grāve'	en grāved'	en grāv'ing	en grāv'er
eon sōle'	eon sōled'	eon sōl'ing	eon sōl'er

Lesson 12.

The common exceptions to Rule I. are found in this lesson.

trāçē'ā ble	out rā'gēoüs	dīe'ing
pēaçē'ā ble	eoür ā'gēoüs	tīngē'ing
chāngē'ā ble	ăd van tā'gēoüs	sīngē'ing
chärge'ā ble	măñ'āgē a ble	shoe'ing
nō'tīçē a ble	ex chāngē'a ble	hōe'ing
s̄erv'īçē a ble	pro nounçē'a ble	mīle'āgē

Lesson 13.

The suffix **-or** means *one who*, and **-ed** means *did*.

Verbs.	Verbs.	Verbs.	Nouns.
eon fūſe'	à tōne'	ere āte'	ere ā'tōr
de lūde'	a dōre'	sur vīve'	sur vīv'or
in vāde'	a māze'	eāl'eū lāte	eāl'eū lā tor
in flāme'	ae erūe'	nāv'i gāte	nāv'i gā tor
em brāce'	ae eūſe'	prōs'e eūte	prōs'e eū tor
a vēng'e'	ad jūre'	spē'eū lāte	spē'eū lā tor
de prīve'	as pērſe'	eon trīb'u te	eon trīb'u tor
im pōſe'	im brūe'	de līn' ē āte	de līn'e ā tor

Form the participles of these verbs by adding **ing** and **ed**, according to Rule I.

Lesson 14.

IMPORTANT COUNTRIES.

Spāin	Děn'märk	Čān'a dā	Swit'zer land
Frānce	Tûr'keȳ	Měx'i eō	Rus'siā
Greeće	Höl'land	Pēr'sia (-shā)	(rūsh'hā)
Chī'nā	Īre'land	E'gypt	Prus'siā
Jà pān'	Seōt'land	Gēr'mā nȳ	(prūsh'hā)
Chī'le	En'gland (īng')	Ā rā'bī à	U nīt'ed Stātes
Swē'den	Īn'di à	Aus'tri à	Är'gēn tīne
Brāzīl'	Īt'ā lȳ	Pōr'tū gal	Rē pūb'līe

Lesson 15.

RULE II. — Monosyllables and accented syllables ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

Verbs.	Past Participles.	Pres. Participles.	Nouns.
tān	tānned	tān'ning	tān'nēr
plōt	plōt'ted	plōt'ting	plōt'ter
plōd	plōd'ded	plōd'ding	plōd'der
grāb	grābbed	grāb'bing	grāb'ber
grūb	grūbbed	grūb'bing	grūb'ber
serūb	serūbbed	serūb'bing	serūb'ber
wrāp	wrāpped(t)	wrāp'ping	wrāp'per

Lesson 16.

Apply Rule II., and form nouns from the verbs in the first two columns by adding **-er**, — thus, *dig* — *digger*: add **-ing** and **-ed** to the words in the last two columns, — thus, *permit* — *permitting* — *permitted*.

dīg	trōt	per mīt'	re eūr'
wīn	drōp	re fīt'	eon eūr'
spīn	squat	sub mīt'	in eūr'
jōb	snāp	ex tōl'	re fēr'
stōp	slīp	eom pēl'	ae quīt'
shūt	shīp	al lōt'	ab hōr'
drūm	stūn	be dīm'	trans mīt'
trāp	be gīn'	de bär'	trans fēr'

Lesson 17.

Ăl ā bă'mă,	Ala.	Ĭn dī ān'ă,	Ind.
Ār'kăn sas,	Ark.	Ĭ'ō wă,	Ia.
Ĕăl ī fōr'nī à,	Cal.	Kăn'sas,	Kan.
Ĕōl ô rä'dō,	Colo.	Ken tück'y,	Ky.
Ĕon něct'ī eūt,	Conn.	Lōu ī sī ä'nă,	La.
Děl'ā wāre,	Del.	Măs sā chū'setts,	Mass.
Flōr'ī dā,	Fla.	Mă'ry land,	Md.
GeV'r'gī à,	Ga.	Măine,	Me.
I'dā hō,	Id.	Măch'hī gan,	Mich.
Il lī nois',	Ill.	Mōn tä'nă,	Mont.

Lesson 18.

DICTION EXERCISE.—Louisiana was named in honor of Louis XIV., of France; Georgia, after George II., king of England; Delaware, for Lord de la Ware; and Maryland, in honor of Henrietta Maria, the queen of Charles I., of England. Florida and Colorado are Spanish names, — the first so called because discovered on Easter Sunday, — in Spanish, *Pascua Florida*, — and the second signifying red or colored. Alabama, Arkansas, Illinois, Iowa, Kansas, and Kentucky are Indian names. Massachusetts is also Indian, and signifies “about the great hills.”

Lesson 19.

Add **-ing** and **-ed** to the words in this lesson; apply the Rules.

mär	spän	as pīre'	ăe'tū āte
hěm	dräg	e elǐpse'	ăg'i tāte
läg	chär	in dōrse'	měd'i tāte
běg	shäm	eom pâre'	věn'er āte
säp	shāme	ex pǔngē'	grǎd'ū āte
jüt	bräçe	be rēave'	věn'di eāte
frět	gräze	pro serībe'	prōs'e eūte
drip	eräve	pro nounçe'	pēr'se eūte

Lesson 20.

Měn ne sō'tå,	Minn.	O hī'o,	O.
Měs sis sǐp'pǐ,	Miss.	Penn sýl vā'ní å,	Pa.
Měs sōu'rī,	Mo.	Rhōde Ī's'land,	R. I.
Ne bräs'kå,	Neb.	South Ěär o lī'nå,	S. C.
Nôrth Ěär o lī'nå,	N. C.	Těn nes see',	Tenn.
New Hämp'shîre,	N. H.	Těx'as,	Tex.
New Jēr'sey,	N. J.	U'tah,	Ut.
Ne vä'då,	Nev.	Vir gǐn'ī å,	Va.
New Yôrk',	N. Y.	Wis eön'sin,	Wis.
Nôrth Då kō'tå,	N. Dak.	Ver mōnt',	Vt.
South Da kō'ta,	S. Dak.	Wash'ing tōn,	Wash.
Ör'e gon,	Ore.	Wěst Vir gǐn'ī å,	W. Va.
		Wý ö'mǐng, Wyo.	

Lesson 21.

Add **-ing** and **-ed** to the following words, remembering that a word ending in two consonants, or in a consonant preceded by two vowels, does not double the final consonant before a vowel suffix.

jěst	ex těnd'	re view'	ěn ter tāin'
lûrk	ef fëet'	re join'	dǐs ap pēar'
läss	mo lëst'	ex pănd'	dǐs ap point'
scěnt	de fēat'	dis mount'	rěe om měnd'
prōmpt	de scěnd'	re bound'	en eóm' pass
plück	en chánt'	re strāin'	em băr'rass

Lesson 22.

RULE III. — Words ending in **y** preceded by a consonant change **y** to **i** before all suffixes except those beginning with **i**.

ā'gen çy	ā'gen çies	prōph'e çy	sě're ta ry
lěg'a cy	lěg'a çies	těnd'en cy	săne'tū a ry
đdd'i ty	đdd'i ties	scēn'er y	e mēr'gen cy
är'ter y	är'ter ies	ma jör'i ty	eon spīr'a cy
rěm'e dy	rěm'e dies	fa çil'i ty	de fōrm'i ty
pēr'ju ry	pēr'ju ries	mo nōp'o ly	ab sūrd'i ty
rōb'ber y	rōb'ber ies	se eū'ri ty	an tīq'ui ty
grō'cer y	grō'cer ies	ex trěm'i ty	eū ri ős'i ty

Form the plurals of these nouns by adding -es, according to Rule III., thus, — *agency* — *agencies*, *prophecy* — *prophecies*, etc.

Lesson 23.

COMPARISON OF ADJECTIVES.

Positive.	Comparative.	Superlative.	Positive.
tī'dy	tī'di ěr	tī'di ěst	kīnd'lý
sīl'ly	sīl'li er	sīl'li est	līve'ly
lück'y	lück'i er	lück'i est	lōve'ly
lōft'y	lōft'i er	lōft'i est	hōme'ly
nās'ty	nās'ti er	nās'ti est	heārt'y
pět'ty	pět'ti er	pět'ti est	hěalth'y
dīz'zy	dīz'zi er	dīz'zi est	flesh'y

Add -er and -est to the words in the last column.

Lesson 24.

U. S. TERRITORIES AND ISLANDS.

Ín'di an	Wāke	Lü zōn'
Á lăs'ká	Guam (gwäm)	Mīn dä nä'ō
Ar ū zō'nā	Tu tu i'lā	Pā nāy'
New Měx'í eō	Hä wāi'i	Ne'grōs
Ók lä hō'mā	O ä'hu	Pōr'tō Rī'eō

Lesson 25.

Present Tense.

I	Thou	He	Verbs.
stūd'ÿ	stūd'í est	stūd'í es	ðe'eu p̄y
tär'ry	tär'ri est	tär'ries	tär'ri f̄y
däl'ly	däl'li est	däl'lies	stū'pe f̄y
lëv'y	lëv'i est	lëv'ies	sät'is f̄y
fär'ry	fär'ri est	fär'ries	fôr'ti f̄y
pär'ry	pär'ri est	pär'ries	spēç'i f̄y
täl'ly	täl'li est	täl'lies	nō'ti f̄y
quar'ry	quar'ri est	quar'ries	eläs'si f̄y
			em bōd'y

Write the participles of the verbs in the last column, thus, — *occupy* — *occupied* — *occupying*.

Lesson 26.

FOREIGN CITIES.

Lön'don	Čai'ro	Čal eü't'tā
Pär'is	Gläs'gow (-kō)	Ha vă'n'a
Běr'lín	Věn'içe	Vîěn'nâ
Mös'eōw	Mà dríd'	Lív'er pool
Düb'lin	Čan tōn'	St. Pē'ters bûrg
Ly'óns	Que běe'	Ri'o (rē'ō)
Mil'an	Mär se'illes	Āl ex'ăñ'drī à
Tō'ki o(kē ō)	Păna mă'	Čon stăn tă nō'ple

Lesson 27.

Final **y**, preceded by a vowel, is not changed before a suffix.

ěs'säy	ěd'dý	de eoy'	făñ'cy
läck'eý	tō'ry	al lăy'	vă'ry
jöck'ey	gră'vy	de frây'	băñ'dy
měd'ley	gǔl'ly	an noy'	im plȳ'
võl'ley	beaū'ty	dis plây'	sup plȳ'
āl'ley	trō'phy	pōr trây'	de sery'
af frây'	pōp'py	sûr veý'	mōd'i f̄y

Write the plurals of the above nouns, thus, — *essays* — *eddies*.

Write the participles of the above verbs.

Lesson 28.

The suffix **-ful** means *full of*, thus, — *peaceful* = *full of peace*.

shāme'ful	skill'ful	pīt'ī ful	re grēt'ful
fēar'ful	spīte'ful	dū'ti ful	e věnt'ful
need'ful	frūit'ful	mēr'či ful	re prōach'ful
bāle'ful	slōth'ful	fān'či ful	de čēit'ful
trūst'ful	āw'ful	pow'er ful	beaū'ti ful
frīght'ful	wrāth'ful	plēn'ti ful	boun'ti ful

Write the nouns from which these adjectives are derived.

Lesson 29.

AMERICAN CITIES.

New Yôrk'	Chī ea'gō	Phīl a děl'phī à
Brōok'lýn	Sāint Lōu'is	Īn dī an āp'o līs
Būf'fa lō	Bāl'ti mōre	Mīn ne āp'o līs
Clēve'land	Wash'ing tōn	Sān Fran čīs'eō
Pīts'burg	Prōv'i denče	Čīn čīn nä'tī
Sāint Pāul'	Sa vān'nāh	Lōu'is vīlle
Lōw'ell	At lāu'tā	Mīl wāu'kee
New Hā'ven	New Ór'le ans	Āl'leghe nȳ

Lesson 30.

DICTATION EXERCISE.—Chicago, Milwaukee, and Allegheny are *Indian* names: the first means “a wild onion;” the second, “rich land;” and the third, “finest river.” Pittsburgh was named in honor of William Pitt, earl of Chatham, a distinguished English statesman. Cleveland, Lowell, Baltimore, Washington, St. Louis and Louisville were named from men. Philadelphia, meaning “city of brotherly love,” was so named by its founder, William Penn. Indianapolis and Minneapolis were formed by affixing the Greek *polis*, meaning “city,” to Indiana and *minne*, the latter an *Indian* word for “water.” Cincinnati was named for a society of that name,—the society receiving its name from Cincinnatus, the Roman patriot.

Lesson 31.

The suffix **-less** means *without*, thus, — *sinless* = *without sin*.

lēaf'less	wōrth'less	rěst	läw
träck'less	sěnse'less	hōpe	joy
peer'less	eōl'ōr less	ärt	hělp
guile'less	de fěnse'less	ūse	grāce
děath'less	shăd'ōw less	fāith	thānk
mătch'less	re mōrse'less	heed	chānge
noise'less	pěn'ni less	gāin	doubt
voiçe'less	mòn'eý less	pāin	thōught

Add **-less** and **-ful** to each noun in the last two columns and form adjectives; then add **-ly** to the adjectives and form adverbs.

Lesson 32.

The suffix **-y** means *full of*; **-ness** means *state or condition*.

Nouns.	Adjectives.	Nouns.	Nouns.	Nouns.
rüst	rüst'y	rüst'i ness	pīth	eräft
sänd	sänd'y	sänd'i ness	pǔlp	mǐst
oil	oil'y	oil'i ness	lēak	rōck
shāde	shād'y	shād'i ness	mōld	chill
grēase	grēas'y	grēas'i ness	mōod	wěalth
filth	filth'y	filth'i ness	drēar	greed

Add **-y** to the words in the last two columns and form adjectives, then change the adjectives into nouns by adding **-ness**.

Lesson 33.

The suffix **-en** means *to make*; **-ly**, in adverbs, means *manner*.

Adjectives.	Verbs.	Adverbs.	Adjectives.	Adjectives.
līght	līght'en	līght'ly	gläd	sick
därk	därk'en	därk'ly	härd	tīght
shärp	shärp'en	shärp'ly	stīff	quīck
shōrt	shōrt'en	shōrt'ly	deep	thīck
sweet	sweet'en	sweet'ly	bläck	děad
frěsh	frěsh'en	frěsh'ly	whīte	roúgh
chēap	chēap'en	chēap'ly	brīght	toúgh

Add **-en**, **-ly** and **-ness** to the words in the last columns.

Lesson 34.

The suffix **-ment** means *act of; that which.*

a bāse'ment	är'gū ment	ap point'ment
a dōrn'ment	sēt'tle ment	en hānče'ment
a měnd'ment	měas'üre ment	en chānt'ment
ad jūst'ment	ar rāngē'ment	ae quīre'ment
en dow'ment	eom mānd'ment	em běl'lish ment
re tīre'ment	eom měnče'ment	ěn ter tāin'ment
re frěsh'ment	eon fīne'ment	ag grān'dīze ment

Write the verbs from which the above nouns are derived.

Lesson 35.

The suffix **-ance** means *state of being or act of.*

de fī'ançe	an noy'ançe	eon nīv'ançe
eon trīv'ançe	ap plī'ançe	re měm'brançe
äs sūr'ançe	eom plī'ançe	re şěm'blançe
ae eōrd'ançe	re pěnt'ançe	re mōn'strançe
út'ter ançe	for beār'ançe	at těnd'ançe
sūf'fer ançe	ae çěpt'ançe	ae quāint'ançe
māin'te nançe	as sǐst'ançe	in hěr'it ançe
al lī'ançe	re sǐst'ançe	de līv'er ançe

Lesson 36.

QUOTATIONS FROM FRANKLIN.

“A word to the wise is enough.”

“Sloth makes all things difficult, but industry all easy.”

“Lost time is never found again.”

“But dost thou love life, then do not squander time, for that is the stuff life is made of.”

“Experience keeps a dear school, but fools will learn in no other.”

“Early to bed, and early to rise,
Makes a man healthy, wealthy, and wise.”

“He that by the plow would thrive,
Himself must either hold or drive.”

Lesson 37.

In last syllables, **e** before **nc** is obscure **ĕ**.

vī'o lençē	eǒn'fer ençē	de pěnd'ençē
dīl'i gençē	rēv'er ençē	oe eǔr'rençē
pěn'i tençē	rěş'i dençē	ab hōr'rençē
ăf'flu ençē	ĕx'çel lençē	eon eǔr'rençē
rět'i gençē	prěf'er ençē	in dǔl'gençē
eǒm'pe tençē	dǐf'er ençē	eo hēr'ençē
in těl'li gençē	děf'er ençē	sub sǐst'ençē
o bē'di ençē	rěf'er ençē	eon dō'länge

Write the words from which the above nouns are derived.

Lesson 38.

NAMES OF QUADRUPEDS.

yăk	măr'mot	hŷ ē'nâ	chin chîl'lâ
stăg	fér'ret	ō'çé lôt	ĭeh neū'mõn
fawn	çív'et	ăn'te lōpe	är ma dîl'lo
môle	ér'mîne	pôr'eū pîne	rħi nðç'e rös
slöth	dôr'mouse	pěc'eå ry	hîp po pôt'a mûs
ounçē	bădg'er	jâ guär'	dróm'e dâ ry
gnū	rein'deer	kăñ gâ roo'	prâi'rie dög
î'bex	gî răffe'	wol ver in'e'	guîn'ëa pîg
zê'bû	gâ zĕlle'	chim pân'zee	ânt'-ëat er

Lesson 39.

The suffixes **-ant**, **-ent** and **-ist** mean *one who* or *one skilled in*.

as sîst'ant	ad hēr'ent	dû'el ist
in fôrm'ant	de pěnd'ent	ĕs'sây ist
as sâil'ant	de pô'nen	făb'û list
de fěnd'ant	re spônd'ent	dräm'a tîst
oe'eu pant	op pô'nen	săt'îr ist
eǒm'bat ant	re çip'i ent	ehěm'ist
par tîç'i pant	eôr re spônd'ent	oe'û list
in hâb'it ant	sû per in tênd'ent	děn'tist

Write the words from which the above nouns are derived.

Lesson 40.

The suffixes **-ship**, **-hood** and **-dom** mean *state of*.

To each word below, add the suffix at the head of the column, and define the word so formed, thus, — *wisdom*, *the state of being wise*.

<i>-dom</i>	<i>-hood</i>	<i>-ship</i>	<i>-ship</i>
wiſe	chīld	elērk	sehōl'är
free	gīrl	lōrd	hōrse'man
thrāll	knīght	härd	die tā'tōr
ēarl	wōm'an	friēnd	eol lēet'ōr
mär'tyr	wid'ōw	lā'dy	ap prēn'tīce
hēa'then	brōth'er	stew'ārd	pro prī'e tōr

Lesson 41.

The suffix **-al** means *pertaining to*.

Pertaining to	Pertaining to
fi'nal,	the end.
prī'mal,	the first.
fēs'tal,	a feast.
lō'eal,	the place.
lē'gal,	the law.
neū'tral,	neither.
mär'tial(shal),	war.
mū'ral,	a wall.
vēr'nal,	the spring.
	fil'ial(yal), a child.
	pās'tōr al, a shepherd.
	līt'er al, the letter.
	rā'tion al, the reason.
	phȳ'sie al, nature.
	ex tēr'nal, the outside.
	in tēr'nal, the inside.
	eōr'dial(jal), the heart.
	ā ē'ri al, the air.

Lesson 42.

DICTATION EXERCISE. — “He lives long that lives well; and time misspent is not lived, but lost.” — **Fuller**. “He that does good to another man does good to himself; the consciousness of welldoing is an ample reward.” — **Seneca**. “Truth is as impossible to be soiled by any outward touch as the sunbeam.” — **Milton**.

“The tear down childhood’s cheek that flows
Is like the dewdrop on the rose;
When next the summer breeze comes by,
And waves the bush, the flower is dry.” — **Scott**.

Lesson 43.

EXERCISE IN DEFINING.

Define each of the following adjectives, thus, — *spectral* = *pertaining to a specter*; *stoical* = *pertaining to a stoic*.

spě'ral	fī nǎn'cial	eǒn fī děn'tial
stō'ie al	eom měr'cial	är ti fī'cial
pà rěn'tal	sub stǎn'tial	prōv i děn'tial
nǎ'tion al	o rǐg'i nal	ǎn a lýt'ie al
pēr'son al	pý rám'i dal	ěm blem ăt'ie al
elás'sie al	de vō'tion al	řin tel lěet'ú al
whřim'si eal	trá dř'tion al	thē o lög'ie al
erít'ie al	spřit ú al	phřl o sôph'ie al

Lesson 44.

NAMES OF BIRDS.

aǔk	ős'prey(prā)	plov'er	äl'ba trōss
ě'mū	vǔl'türe	eür'lew	eür'mo rant
í'bis	faj'eon	gǎn'net	pěl'i ean
mà eaw'	büz'zärd	pěn'guin	fla mǐn'go
euck'oo	phěas'ant	bít'tern	pär'o quět
mäg'pie	grös'bēak	läp'wǐng	nǐght'in gäle
stär'ling	ö'ri öle	hôrn'bill	eäs'so wa ry
lýre bird	bob'o línk	tou'eän	eí'der dück

Lesson 45.

The suffixes **-et**, **-let**, **-ling**, **-ule** and **-ette** mean *little*.

län'çet	ärm'let	dück'ling	glöb'üle
mäl'let	eüt'let	göß'ling	çěl'lüle
eäs'ket	rǐng'let	där'ling	pär'ti ele
ěa'glet	bräçe'let	kǐng'ling	eöv'er let
çir'elet	vein'let	lôrd'ling	eăb'i net
löck'et	broök'let	flědg'e'ling	flow'er et
eýe'let	sträm'let	striپ'ling	çig à rette'
is'let	rív'ú let	sük'ling	stät ú ětte'

Lesson 46.

The suffixes **-able** and **-ible** mean *capable of being*.

Capable of being		Capable of being	
păl'pă ble,	fĕlt.	flĕx'ī ble,	bĕnt.
trăet'a ble,	lĕd.	pōs'si ble,	dōne.
mū'ta ble,	chānged.	vīš'i ble,	seen.
pōrt' a ble,	eăr' ried.	au'di ble,	hēard.
ěs'ti ma ble,	ěs'ti mā ted.	lĕg'i ble,	rěad.
vŭl'ner a ble,	wōund'ed.	tăñ'gi ble,	toǔched(t).
nū'mer a ble,	nūm'bered.	erěd'i ble,	be liēved'.
tōl'er a ble,	bōrned.	vīn'çī ble,	ō'ver eōme.

Lesson 47.

Define the words in this lesson, thus, — *movable* = *capable of being moved*; *notable* = *worthy of note*.

mov'ā ble	nōt'ā ble	eon těmpt'ī ble
eūr'a ble	blām'a ble	dī gěst'i ble
en dūr'a ble	lōv'a ble	dī vīš'i ble
de fīn'a ble	hōn'ōr a ble	re vērs'i ble
īr'ri ta ble	ăd'mi ra ble	re dū'çī ble
nō'tīçē a ble	měm'o ra ble	eom prěss'i ble
ăp'pli ea ble	re spěet' a ble	eor rūpt'i ble
făth'ōm a ble	ae çěpt'a ble	de fěn'si ble
de serīb'a ble	de plōr'a ble	ae çěss'i ble

Lesson 48.

DICTION EXERCISE. — Christopher Columbus discovered the West Indies on October 12, 1492. He was a native of Genoa, but lived several years in Spain. The Mississippi, the longest river in the world, was discovered by De Soto in 1541. The Hudson River was discovered by Henry Hudson, a distinguished navigator, in 1609. The first successful experiment in steamboat navigation was made on this river by Robert Fulton in 1807. Saint Augustine, Fla., the oldest town in the United States, was founded by the Spaniards in 1565.

Lesson 49.

The suffix **-ous** means *full of* or *having*.

Full of or having

pōp'ū loǒs,	pēo'ple.
lū'mi noǒs,	līght.
fū'ri oǒs,	fū'ry.
ā trō'cioǒs,	ē'vil.
mā lī'cioǒs,	băd'ness.
de lī'cioǒs,	sweet'ness.
eoūr'te oǒs,	po līte'ness.
mī răe'ū loǒs,	wōn'der.

Full of or having

ō'dī oǒs,	hāte.
tīm'ōr oǒs,	fēar.
ănx'iōoǒs (ănk'shūs), eāre.	
dū'bi oǒs,	doubt.
erēd'ū loǒs,	be liēf'.
fa cē'tioǒs,	wit.
gă'r'ru loǒs,	talk.
ōs ten tā'tioǒs,	shōw.

Lesson 50.

tē'dī oǒs
vēn'ōm oǒs
poi'šon oǒs
mōn'stroǒs
e nōr'mōoǒs
tre mēn'doǒs
diš ās'troǒs
pro dīg'ioǒs

spā'cioǒs(shūs)
eōn'scioǒs
fe rō'cioǒs
of fī'cioǒs
sā gā'cioǒs
fal lā'cioǒs
ea pri'cioǒs
av a rī'cioǒs

ēr rō'ne oǒs
as sīd'ū oǒs
im pēt'ū oǒs
il lūs'trī oǒs
eon spīe'ū oǒs
tem pēs'tū oǒs
mo nōt'o noǒs
pre cīp'i toǒs

Add **-ly** to each of the above words and form adverbs. Write the noun allied in meaning to each of the above adjectives, thus,—adj. *tedious*, noun *tedium*; adj. *spacious*, noun *space*.

Lesson 51.

GAMES AND AMUSEMENTS.

dīcē	mär'bles	erīck'et	čha rādes'
chěss	chěck'ers	tēn'nis	e nīg'mās
eärdš	bīl'liards(yērdz)	shīn'ney	ăn'a grāms
quoits	ero quēt'	bāse'ball	dōm'i nōes
pō'lo	nīne'pīns	skāt'ing	sōl i tāire'
gōlf	lēap'frōg	bōx'ing	pā chi'sī
fōot'ball	hōp'seōtch	rōw'ing	bäck'gām mōn

Lesson 52.

The suffix **-ty** or **-ity** means *being* or *state of being*.

šdd'í tý	pros pěr'í tý	ûr băñ'í tý
gāy'è ty	pro pri'e ty	ob seū'ri ty
dí vñ'i ty	per vēr'si ty	ad vēr'si ty
e quäl'i ty	ma lǐg'ni ty	öp pör tū'ni ty
mor täl'i ty	in fîrm'i ty	tran quïl'li ty
no bîl'i ty	se rēn'i ty	rëg û lär'i ty
so brî'e ty	eap tîv'i ty	pös si bîl'i ty
va rî'e ty	sa gäç'i ty	pröd i gâl'i ty
mo räl'i ty	dex têr'i ty	ïn ge nü'i ty

Write the adjectives from which the above nouns are derived.

Lesson 53.

The suffixes **-ness**, **-age**, **-ancy** and **-ency** mean *state of being*.

blînd'nëss	bönd'âge	vâ'ean çy
fõud'ness	hêrb'âge	plî'an çy
lône'li ness	ûş'âge	poign'an çy
wîl'der ness	peer'âge	brîl'lian çy
ex äet'ness	pât'rón âge	frê'quen çy
wan'ton ness	ôr'phan âge	pô'ten çy
wrëtch'ed ness	vâs'sal âge	eon sîst'en çy
for give'ness	pîl'grim âge	pro fî'cien çy

Write the words from which the above nouns are derived.

Lesson 54.

DICTION EXERCISE.—John Gutenberg was born at Mentz about 1400. He was the inventor of cut metal types and an improver of the art of printing.

The invention of the electric telegraph is due to Prof. Samuel F. B. Morse. The first line was built between Washington and Baltimore in 1844.

James Watt, the inventor and improver of the steam engine, was born in Scotland in 1736.

George Stephenson, an English inventor and engineer, constructed the first locomotive engine, in 1814.

Lesson 55.

The suffix **-ion** means *the act of or state of being*. Add **-ion** to the following verbs and form nouns; omit final **e** according to Rule I., thus, — dedicate + ion = *dedication*.

eōr rēet'	dif fūse'	děd'i eāte	ex hib'it
eor rūpt'	eon fūse'	pōp'ū lāte	mū'ti lāte
eon vīet'	eon vūlse'	věn'er āte	vī'o lāte
eon něet'	pro mōte'	spěe'ū lāte	in tōx'i eāte
de jěet'	vī'brāte	ěd'ū eāte	re tāl'i āte
dis tōrt'	dīe'tāte	ěx'ea vāte	as sō'ci āte
in věnt'	in fleet'	ěs'ti māte	prōs'e eūte
in strūet'	ex hāust'	ěm'ū lāte	eōn'tem plāte

Lesson 56.

Write each of the following nouns, and opposite it write the verb from which it is derived, thus, — noun, *secession*; verb, *secede*.

temp tā'tion	ăs pī rā'tion	eōm bī nā'tion
se čēs'sion	ăe qui šī'tion	eōn ver sā'tion
per vēr'sion	dět es tā'tion	īn spi rā'tion
de rī'sion	eōn tri bū'tion	īn for mā'tion
ex tēn'sion	eōn so lā'tion	rēs to rā'tion
ex pūl'sion	ěx po šī'tion	rēp ū tā'tion
eom pūl'sion	ěx plo rā'tion	rēš ig nā'tion
pro dūe'tion	īn flam mā'tion	prēš er vā'tion
eon čēp'tion	đb li gā'tion	prōv o eā'tion

Lesson 57.

MUSICAL TERMS.

elēf	sō'lō	ăn'them	so prä'no
stāff	du ět'	sōn'net	eon trāl'tō
shārp	trī'o	đp'er à	bār'y tōne
flāt	quār tēt'	so nā'tā	lī brēt'tō
seāle	quin tēt'	eān tā'tā	ōr'ehes trā
äl'tō	gām'ut	sým'pho ny	dī a tōn'ie
tēn'ōr	đe'tāve	đr à tō'rī đ	ehro māt'ie

Lesson 58.

The suffixes **-ant** and **-ent**, in adjectives, mean *being* or *having the quality of*. In these words change final **t** to **ce**, and define the nouns thus formed. The sounds of **a** and **e** before **nt** final are obscure.

ěl'o quent	im pru'dent	pět'ù lant
ěm'i nent	im pā'tient	ěl'e gant
ím'pū dent	tûr'bû lent	rěl'e vant
ín'dí gent	eõn'se quent	dis eôrd'ant
pěn'i tent	ef fî'cient	ex pěet'ant
pér'ti nent	ex pē'di ent	ob sërv'ant
prõm'i nent	mû nif'i çent	lux ū'ri ant
pěs'ti lent	mag nif'i çent	sig nif'i eant

Lesson 59.

The suffix **-ive** means *able to* or *having power to*.

pro grëss'íve	de çí'síve	in quíš'i tíve
at tën'tíve	ex elü'síve	de elär'a tíve
de lü'síve	se düe'tíve	af firm'a tíve
pro tëet'íve	eon vü'l'síve	ex ěe'ù tíve
op prëss'íve	re strëet'íve	äp pre hën'síve
in strüet'íve	eon strüet'íve	eõm pre hën'síve
sug gëst'íve	sub mës'síve	im äg'i nà tíve
per suä'síve	in dïe'a tíve	ïn ter rög'a tíve

Write the verbs from which the above adjectives are derived. Form nouns from the above adjectives by changing final **ve** to **on**.

Lesson 60.

DICTION EXERCISE.—“Habit is a cable; we weave a thread of it each day, and it becomes so strong we cannot break it.”—Horace Mann. “Recollect that trifles make perfection, and that perfection is no trifle.”—Michael Angelo. “Sloth makes all things difficult, but industry all easy.”—Franklin. “A man should never be ashamed to own that he has been in the wrong, which is but saying in other words that he is wiser to-day than he was yesterday.”—Pope. “Learn the luxury of doing good.”—Goldsmith.

Lesson 61.

Most adverbs are formed by adding **-ly** to adjectives. Add **-ly** to the following adjectives, and define the adverbs thus formed, — rigid + ly = rigidly, *in a rigid manner*.

rīg' id	pro found'	ex ceed'ing	es pĕ'cial
lū'cid	gen teel'	re flēet'ive	lā bō'ri oŭs
sūl'len	ăd'verse	re spēe'tive	ū ni vēr'sal
frān'tie	ruth'less	ăd'e quāte	oe eā'sion al
dī rēt'	pēn'sive	ūl'ti māte	le gīt'i māte
a droit'	splēn'did	eō'pi oŭs	af fēe'tion āte
u nīque'	eau'tioŭs	fa çē'tioŭs	eōm'fōrt a ble

Lesson 62.

TERMS USED IN ARITHMETIC.

frāe'tion	sub trāe'tion	nū'mer ā tōr
īn'te ger	mīn'ū ēnd	de nōm'i nā tōr
dēç'i mal	sūb'tra hēnd	mūl ti pli eā'tion
ex chāngē'	re māin'der	mūl'ti pli eānd
dīs'eount	mūl'ti ple	ăn te çēd'ent
per çēnt'age	mūl'ti plȳ	pro pōr'tion al
dī vī'sōr	mūl'ti plī er	pēr mu tā'tion
dīv'i dend	nū mer ā'tion	ĕv o lū'tion
quō'tient	re çip'ro eal	ăv oūr dū pois̄

Lesson 63.

Form nouns from these verbs by dropping final **e** and adding the suffix **-ion**; thus, — migrate + ion = *migration*.

mī'grāte	il lūs'trāte	in tīm'i dāte
frūs'trate	nāv'i gate	e quīv'o eate
vīn'di ate	nōm'i nate	pre çip'i tate
pēn'e trate	eōn'fis ate	ae eū'mu late
çīr'eu late	eōm'pen sate	ex ăs'per ate
īn'ti mate	dēm'ōn strate	re vēr'ber ate
ăb'di ate	fa çīl'i tate	ea lūm'ni ate
tēr'mi nate	as sās'si nate	eom mēm'o rate

Lesson 64.

The suffix **-ize** means *to make*. Define each word in this lesson orally, thus, — *equalize* = *to make equal*; *legalize* = *to make legal*.

rē'al īze	ěm'pha sīze	păt'rōn īze	
ē'qual ize	här'mo nize	seān'dal ize	
lē'gal ize	bru'tal ize	āu <th>thōr ize</th>	thōr ize
sým'bōl ize	fōs'sil ize	sým'pa thize	
čív'i lize	măg'net ize	a pōl'o gize	
fēr'ti lize	měth'ōd ize	e eōn'o mize	
hū'man ize	erýs'tal ize	sýs'tem a tize	

Analyze the above words, thus, — *fertilize* = *fertile* + *ize*.

Lesson 65.

TERMS USED IN GRAMMAR.

sýn'tax	süb'stan tīve	or thōg'ra phy
prōs'o dy	eon jūne'tion	ět y mōl'o gý
ăd'junet	īn ter jēe'tion	de elēn'sion
prēd'i eāte	prēp o ší'tion	eom pār i son
fěm'i nīne	po tēn'tial	eōn ju gā'tion
măs'eu līne	sub jūne'tīve	aux īl'ia ry
pos sēss'īve	im pēr'a tīve	(agz īl'yā rý)
nōm'i nā tīve	pär ti čip'i al	in fīn'i tīve

Lesson 66.

QUOTATIONS FROM AMERICAN STATESMEN.

“Where liberty dwells, there is my country.” — **Benjamin Franklin**. “The post of honor is the private station.” — **Thomas Jefferson**. “The Union must and shall be preserved.” — **Andrew Jackson**. “Better to be right than to be President.” — **Henry Clay**. “Union, now and forever, one and inseparable.” — **Daniel Webster**. “Cotton is king.” — **John Randolph**. “The Empire State.” — **John C. Calhoun**. “With charity to all, and malice toward none.” — **Abraham Lincoln**. “There is a higher law than the Constitution.” — **W. H. Seward**. “The sober second thought is always essential, and seldom wrong.” — **Martin Van Buren**.

Lesson 67.

The suffix **-fy** means *to make*.

To make	To make
măg'ni fy,	greāt.
nūl'li fy,	void.
mōl'li fy,	sōft.
vēr'i fy,	true.
vīt'ri fy,	gläss'y.
dē'i fy,	gōd'like.
rē'e ti fy,	rīght.
rār'e fy,	thīn.
pū'tre fy,	pū'trid.
läär'ger.	läär'ger.
flū'id.	flū'id.
elēar.	elēar.
fōol'ish.	fōol'ish.
sā'ered.	sā'ered.
frūit'ful.	frūit'ful.
hăp'py.	hăp'py.
vā'ri oōs.	vā'ri oōs.
un fīt'.	un fīt'.

Lesson 68.

WORD BUILDING.

need	-ful	-ful	ly	-ful	ness	-less	ly	-less	ness
use	"	"	"	"	"	"	"	"	"
joy	"	"	"	"	"	"	"	"	"

Form one hundred twenty derivatives from the following words by adding the suffixes as given above:

law	shāme	fēar	rěst	thānk
sīn	fāith	hōpe	frūit	thōught
ärt	grāce	heed	guīle	mēr'çy
hělp	eāre	härm	blāme	pīt'y

Lesson 69.

NOUNS USED ONLY IN ONE NUMBER.

Plurals.	Plurals	Plurals.	Singular.
lees	tī'dings	än'nals	öp'ties
drěgs	ăsh'es	břt'terſ	phŷs'ies
mēans	pīnch'ers	vīct'uals	ěth'ies
dūmps	snüff'ers	nüp'tials(shälz)	pö'l'i ties
ăs'sets	twee'zers	trăp'pings	me chān'ies
mōr'alſ	scīs'sōrs	är'elīves	mo lās'ses
măt'ins	draw'ers	éom'pass es	a eous'ties
věs'pers	trou'ſers	spěe'ta eleſ	mět a phŷs'ies

Lesson 70.

FEMININE NOUNS.

The suffix **-ess** distinguishes some nouns of the feminine gender from the corresponding masculine nouns ; spell the masculine forms.

æ'tress	děch'ess	ěd'i tress	pre čěp'tress
gǒd'dess	eount'ess	lǐ'ón ess	pro těet'ress
hēir'ess	hōst'ess	gī'ant ess	en chánt'ress
ăb'bess	hūnt'ress	bär'ón ess	in strüet'ress
ěm'press	tī'gress	pā'trón ess	shěp'herd ess
mǐs'tress	trā'i'tress	gòv'ern ess	prōph'et ess
nē'gress	tā'i'lōr ess	dēa'eon ess	mär'čhiòn ess

Lesson 71.

NAMES OF ANIMALS.

Vertebrates.	Articulates	Mollusks	Radiates.
wal'rūs	leech	snā'il	eō'r'al
dōl'phin	louse	oys'ter	hȳ'drà
pôr'pōise	shrimp	müs'sel	pōl'ýp
tôr'toise	găd'fly	bī'vălvē	stăr'fîsh
tûr'tle	tĕr'mîte	ū'ni vălvē	jěl'ly fîsh
liz'ärd	glōw'wōrm	shěll'fîsh	sěa'ür chin
ăd'der	silk'wōrm	eūt'tle fîsh	sěa'a něm'one

Lesson 72.

QUOTATIONS FROM AMERICAN POETS.

“The air is full of farewells to the dying.” — **Longfellow**.
 “Titles are but empty names.” — **O. W. Holmes**. “Truth, crushed to earth, shall rise again.” — **Bryant**. “Truth forever on the scaffold, wrong forever on the throne.” — **Lowell**. “And God said, ‘Throb !’ and there was motion.” — **Emerson**. “Strike — till the last armed foe expires.” — **Halleck**. “Right is more than might, and justice more than mail.” — **Whittier**.

Lesson 73.

This lesson contains Latin words which have been adopted into the English in their *original* and *unaltered forms*.

ăe'tōr	făe'tōr	as sĕss'ōr	jăñ'i tōr
är'bor	hōn'or	aū'di tor	mōn'i tor
är'dor	hū'mor	ere ā'tor	dī vī'sor
eăn'dor	mī'nor	eū rā'tor	in věnt'or
eōl'or	līq'uor	eon dūet'or	nar rā'tor
eăp'tor	lăñ'guor	erěd'it or	in strūet'or
elăñ'gor	(lăng'gwēr)	cōn'quer or	op prěss'or

NOTE.—Many persons mispronounce these words by omitting the sound of final **r**, while others make as great a mistake by giving **or** the broad sound it represents in **fōr**. In the above words be careful to give **or** a sound like that of **er** in **ev'er**.

Lesson 74.

The suffixes **-er** and **-or** designate the *doer*, and **-ee** the *receiver*, thus, — *payer* = *one who pays*; *payee* = *one who receives pay*.

pāy'er	pāy ee'	as sīgn ôr'	as sīgn ee'
dō'nōr	do nee'	eon sīgn'er	eōn sīgn ee'
lēs'sōr	les see'	eon fēr'rer	eōn fer ee'
drāw'er	drāw ee'	prōm'is ôr	prōm is ee'
grānt'ôr	grān tee'	nōm'ī nā tōr	nōm i nee'
trūst'er	trūs tee'	ap point'er	ap point ee'
re fēr'rer	rēf er ee'	guār'an tōr	guār an tee'
lēg a tōr'	lēg a tee'	mōrt'gāgē ôr	mōrt'gāgēe'

Lesson 75.

MARKS USED IN WRITING AND PRINTING.

dăsh,	— īn'dex, as	brăck'ets, []	păr'a grăph, ¶
brēve,	~ āe'çent, '	çīr'eum flēx, ^	dī ær'e sīs, ..
til'de,	~ eō'lōn, :	çē dīl'lā, ,	sēm'i eō lōn, ;
brāçe,	{ hȳ'phen, -	quo tā'tion, " "	a pōs'tro phe, ,
eōm'mā,	, sēe'tion, §	păr'al lels,	ěx ela mā'tion, !
mā'erōn,	- dāg'ger, †	ăs'ter īsk, *	in tēr ro gā'tion, ?
pē'ri ód,	. ēa'ret, ^	el līp'sis, ***	pă rēn'the sēs, ()

Pupils should be taught to make and use these marks.

Lesson 76.

WORDS OF LATIN ORIGIN.

The origin of the words in this and several other lessons is indicated by the headings. In most cases these words have undergone great changes in form

mínt	färçe	e lüde'	săe'râ ment
pall	gôrgé	re spîre'	ÿn'dû lâte
seän	rëalm	ab seönd'	văe'çi nâte
jilt	sô'lär	a däpt'	re plën'ish
gaud	grâ'tis	eo êrçe'	de lîr'i ûm
dîrge	pläç'id	päl'lid	te nâ'cioüs
bländ	räb'id	gës'türe	fî dël'i ty
mâçe	äl'ien (y�n)	fräg'ment	�l t�r'na t�ve

Lesson 77.

WORDS OF GREEK ORIGIN.

��lm�	��e'me	��th'l�te	�� p�l'o g�y
m��th	t��n'ie	��x'o d��s	e p�t'o me
phl��x	s��n'��d	��h��l' q�� ��n	mo n��t'o ny
se��pe	d��g'm��	s��n ��p'sis	as tr��n'o m��
seh��me	��l'ive	d��'a dem	en th��'si ��sm
phl��gm	er��'sis	��p'i thet	ex h��l'a r��te
h��l��	e��us'tie	��e'st�� sy	mis ��n'tho py
d��'et	pal'sied	��p'a th��	phi l��n'tho py
p��'em	ph��n't��m	��p��r'a l��ze	m��th e m��t'ies

Lesson 78.

SYNONYMOUS WORDS FROM DIFFERENT LANGUAGES.

Anglo-Saxon.	Latin.	Greek.	Anglo-Saxon.	Greek.
w��t	s��t'��re	��r��n y	chew	m��s'ti eate
t��me	��'r��	p��'ri ��d	d��ll	le th��'g�ie
sh��rt	eon ��se'	la e��n'ie	st��r	��s'ter ��sk
l��earn'er	st��'dent	seh��l'��r	w��nd	me ��n'der
t��a��se	tor m��nt'	t��n't�� l��ze	fall	e��t'a r��et
speech	l��n'guage	d��'a l��et	fl��od	e��t'a el��sm
str��ngth	v��g'��r	��n'er g��y	wh��le	��e t��cean

Lesson 79.

WORDS OF FRENCH ORIGIN.

āid	běv'ěl	chăp'let	à dieū'
eăsh	hăr'ass	gär'land	eon tōur'
rōan	jär'gōn	gĭb'bet	af frāy'
drāpe	jōs'tle	hăz'ārd	en tīce'
chěck	găl'lōn	vĭš'āge	ha răngue'
blouše	kēr'chief	nū'i'sanče	rĕp ar tee'
blōnd	lōz'ěngē	mois'tūre	přiv'i lěge
pīque	büt'tress	bru nětte'	mīl lión âire'
eliique	ro šette'	quă drille'	pětūr ěsque'

Lesson 80.

TERMS USED IN BOTANY.

pǔlp	flow'er	lēaf	ăn'nū al
seed	eā'lyx	lēaf'let	per ěn'ni al
gērm	pět'al	blăde	de čid'ū oūs
lōbes	pīs'til	mīd'rib	ex ɔt'ie
roōts	pōl'len	vein'lets	ěx'o gěns
bǔlbš	ăn'ther	pět'ī olē	ěn'do gěns
fī'ber	stā'men	lō'bate	ex ɔg'e noūs
tū'ber	eo rōl'lā	ō'vete	in dǐg'e noūs

Illustrate the meaning of these words by pointing out the parts of a seed, a flower, a leaf, and a tree.

Lesson 81.

WORDS FROM THE ITALIAN.

sō'dā	eûr'vet	dōm'ī no	īn flu ěn'zā
lä'vā	frěs'eo	ī'so lāte	măñ i fěs'tō
gūs'tō	stü'e'eo	eōn trăl'tō	măe a rō'ni
eăn'to	prō'fīle	re găt'tă	vĕr mī čĕl'lī
mōt'to	grăn'īte	vol eā'no	in fū'ri āte
dīt'to	stū'dī o	stă lĕt'tō	mĕn'i a tūre
vīs'tă	eăm'ē ö	um brĕl'lă	vī o lon cĕl'lo
quō'tă	eū'po lá	im brōgl'io (yō)	(vē o lon chĕl'lo)
stăñ'ză	fi äs'eo	ma lă'ri à	prī'mă dōn'nă

Lesson 82.

WORDS FROM THE SPANISH.

ea <small>sk</small>	e <small>om</small> 'r <small>äde</small>	m <small>ě</small> r <small>ii'</small> n <small>ö</small>	är ma d <small>il'l</small> ö
e <small>örk</small>	eap s <small>ize'</small>	tor n <small>ā'd</small> ö	d <small>ës</small> per a <small>'d</small> ö
e <small>är'go</small>	gran dee'	br <small>à</small> v <small>ä'd</small> ö	p <small>üne</small> t <small>il'io</small> (y <small>ö</small>)
j <small>ün'to</small>	s <small>ii</small> ē's't <small>à</small>	em b <small>är'go</small>	p <small>ëe</small> ea d <small>il'l</small> ö
b <small>oo'by</small>	s <small>ii</small> ē'r'r <small>à</small>	d <small>ü'l'ç</small> i mer	s <small>öm</small> bre'r <small>ö</small>
n <small>ë'gro</small>	är m <small>ä'd</small> å	h <small>ü'r'ri</small> e <small>äne</small>	gu <small>ër</small> r <small>il'l</small> å
gu <small>ää'vå</small>	v <small>å</small> n <small>ïl'l</small> å	e <small>om'm</small> ö d <small>öre</small>	f <small>il'i</small> b <small>üs</small> ter
sh <small>ë'r'ry</small>	fl <small>ö</small> t <small>il'l</small> å	d <small>is</small> em b <small>ögue'</small>	s <small>är</small> s <small>å</small> p <small>å</small> r <small>il'l</small> å

Consult a dictionary for the meaning of unfamiliar words.

Lesson 83.

WORDS FROM THE SCANDINAVIAN LANGUAGES.

b <small>il'ge</small>	wh <small>îne</small>	d <small>ä'i'r</small> ÿ	b <small>äf'fle</small>
gn <small>äsh</small>	slouch	fr <small>ëe'kle</small>	bl <small>ün'der</small>
l <small>ünch</small>	squall	sm <small>üg'gle</small>	el <small>äm'ber</small>
seowl	m <small>üg'g</small> y	gl <small>im'mer</small>	gr <small>öv'el</small>
bu <small>ild</small>	k <small>id'n</small> äp	lä <small>r'b</small> oard	ch <small>ûrn</small>
era <small>wl</small>	k <small>ir'tle</small>	k <small>id'ne</small> ÿ	b <small>öw'l</small> ine
try <small>st</small>	b <small>il'l</small> öw	squan' <small>der</small>	h <small>üs'band</small>
wh <small>isk</small>	w <small>înd'lass</small>	str <small>üg'gle</small>	l <small>ünch'e</small> ón
str <small>änd</small>	b <u>ul'</u> w <small>ärk</small>	sl <u>augh</u> 'ter	grey <hound></hound>

Lesson 84.

SYNONYMOUS WORDS.

Anglo-Saxon.	Latin.	Anglo-Saxon.	Latin.
say'ing	ăd'äge	feel'ing	eom păs'sion
hîd'den	oe eült'	sâd'ness	de prës'sion
fôre têll'	pre dîet'	�ast'�ern	�ri �n'tal
hûrt'ful	n�x'io�s	dr�ar'y	e�m'f�rt less
w�r'ship	a d�re'	h�'tred	re p�g'nan�e
sick'ly	mor b�f'ie	�arth'ly	ter r�s'tri al
truh'tful	ve r�'cio�s	swif'tness	�e l�r'i ty
en l�v'en	�n'� m�te	ground'work	foun d�a'tion

Lesson 85.

NOUNS FROM THE ANGLO-SAXON.

The Anglo-Saxon is the name given to the language formed of the languages spoken by the German tribes that invaded Britain during the fifth and sixth centuries.

spûr	bow'er	óv'en	was'sail
knîfe	hill'ock	mîl'dew	grîs'tle
town	bõn'fîre	în'step	stîr'rup
steed	blithe'lÿ	�n'kle	thr�sh'�ld
gr�ve	bl�d'der	wee'veil	h�li ness
sm�ke	br�m'ble	ye�man	dwell'ing
mound	h�igh'land	m�r'm�id	h�and'i w�rk
shroud	br�m'st�ne	m�l'le�n	h�and'i er�ft

Lesson 86.

Many Anglo-Saxon derivatives are formed by simply making slight changes in the root word, as in the following:

Verbs.	Nouns.	Adjectives.	Nouns.	Nouns.	Verbs.
s�t	s�at	bro�d	br�adth	b�th	b�athe
g�rd	g�rt	w�de	w�dth	el�th	el�the
brew	br�th	sl�w	sl�th	sw�th	sw�the
bl�w	bl�st	deep	d�pth	l�oth	l�oathe
st�al	st�alh	d�ar	d�arth	se�th	se�the
ch�o�se	choi�e	l�ng	l�ngth	br�ath	br�athe
str�ve	str�fe	w�rm	w�rmth	sh�ath	sh�athe

Lesson 87.

SYNONYMS FROM DIFFERENT LANGUAGES.

An.-Saxon.	Greek.	An.-Saxon.	Latin.	Greek.
t�p	�e'me	�pe	�m'i t�te	m�m'ie
f�e	an t�g'o nist	dr�w	de l�n'e �te	sk�tch
true	�u th�n'tie	b�ld	v�l'or o�s	he r�'ie
tr�ck	str�t'a �em	gr�ve	s�p'ul �her	t�mb
m�aze	l�b'y r�nþ	st�r'ry	s�i d�'re al	�s'tral
list	e�t'a l�gue	king	�m'per �r	m�n'areh

Lesson 88.

A *Prefix* is a syllable or word united with the beginning of another word to modify its meaning.

The prefix **un-** gives a negative meaning to the root word, and can be attached to almost any English adjective.

un knōwn'	un rē'al	ūn sus tāined'
un toūched'(t)	un seem'ly	un sēt'tled
un hītched'(t)	un wiēld'y	ūn for gōt'ten
un shāk'en	un sēlf'ish	ūn a vāil'ing
un brō'ken	un eōn'scioōs	un cēr'tain ty
un trōd'den	ūn a wāre'	un spēak'a ble
un wōnt'ed	ūn eon cērn'	un chār'i ta ble
un guärd'ed	un tär'nished(t)	un nēç'es sa ry

Lesson 89.

The prefix **in-** means *not*; it is often changed to **il-**, **im-** or **ir-**.

īn dī rēet'	in viš'i ble	in erēd'i ble
īn eom plēte'	im pōs'si ble	in flēx'i ble
īn eōr rēet'	in eūr'a ble	in īv'i ta ble
īn sin cēre'	im mū'ta ble	in īm'i ta ble
im prōp'er	im moy'a ble	īn ef fē'e'tū al
im mōr'tal	in dēf'i nīte	in sēp'ā rā ble
in frē'quent	in ād'e quāte	īn dis pēn'sa ble
im pā'tient	īn eon sīst'ent	īr re sīst'i ble

Lesson 90.

QUOTATIONS FROM AMERICAN ESSAYISTS.

"The fantasies of one day are the deepest realities of a future one." — **Hawthorne**. "The couplets of Pope are witty, but Sancho Panza is a humorous creation." — **Whipple**. "Goodness is the only investment that never fails." — **Thoreau**. "Beauty is the mark God sets upon virtue." — **Emerson**. "A tart temper never mellows with age, and a sharp tongue is the only edged tool that grows keener with constant use." — **Irving**. "All great virtues bear the impress of self-denial." — **Channing**. "Quickness is genius." — **Bartol**.

Lesson 91.

WORD BUILDING.

Prefix **un-** to the words in the first two columns, and **in-** to the words in the last two columns.

seen	tāint'ed	fōrm'al	dēgī'siōn
tōld	st̄nt'ed	dē'gent	of fēn'sīve
rěst	tīme'ly	æe'tīve	de pěnd'ent
bound	ērr'ing	eōn'stant	sēn'si ble
wīse	de fīned'	elēm'ent	tēm'per āte
ärmed	as sāiled'	sōl'vent	erēd'ū loūs
plēdged	ar rānged'	eōr rūpt'	ēl'i gī ble
chānged	re sīst'ing	dis ereet'	ex hāust'i ble

Lesson 92.

ANATOMICAL AND PHYSIOLOGICAL TERMS.

lūngs	ī'ris	tēn'dōn	ab dō'men
trūnk	pū'pil	sīn'ew (ū)	in tēs'tīneš
thīgh	eōr'ne à	tīs'sue (tīsh'ū)	dī'a phrägm
spleen	rēt'i nā	mēm'brāne	tȳm'pa nūm
glāndš	lār'ýnx	är'ter y	ēr'ti läge
mō'lār	thō'rāx	au'rī ele	lym phät'ie
mū'eus	trā'ehe à	vēn'trī ele	brōn'_ehī al
spī'nal	stēr'num	vēr'te brā	ē sōph'a gūs

Lesson 93.

The prefix **dis-** means *not* or *opposite to*, thus, — *disloyal* = *not loyal*; *displeasure* = *the opposite of pleasure*.

dis loy'al	dis grāçed'(t)	dīs al low'
dis ôr'der	dis elāimed'	dīs o bey'
dīs re gärd'	dis ä'ble	dīs un'ion
dīs re pūte'	dis pos şess'	dīs re spēet'
dis fā'vōr	dis eon nēet'	dīs en gāged'
dis hōn'ðr	dis in fēet'	dīs em bärk'
dis eōv'er	dis eom pōše'	dīs be liēf'
dis erēd'it	dis ar rānge'	dis sät'is fīed
dis plēas'üre	dis ap prōve'	dīs ad vān'tāge

Lesson 94.

The prefixes **fore-**, **pre-** and **ante-** mean *before*, thus,—*fore-warn* = *to warn before*; *preceding* = *going before*; *antediluvian* = *before the flood*.

fōre knōw'	prē ex̄ īst'	ān'tē dātē	
fōre see'	prē eon çērt'	ān'te rōom	
fōre shōw'	prē en gāgē'	ān te çēd'ent	
fōre wārn'	prē eon çēive'	ān'te chām ber	
fōre'tāste	pre fīg'ūre	ān te pē'nūlt	
fōre'sīght	prē mā tūre'	ān te mūn'dāne	
fōre <th>thōught</th>	thōught	pre jūdg'ment	ān te me rīd'i an
fōre rūn'ner	prē rēq'ui šīte	ān te dī lū'vi an	
fōre tō'ken	pre mēd'i tāte	ān te nūp'tial (shal)	

Lesson 95.

The prefixes **a-** or **ab-** and **de-** mean *from*; **ad-** signifies *to*, and becomes **af-**, **al-**, **an-**, **ap-** or **as-** before certain consonants.

ad join'	al lūre'	ā bāte'	dē erȳ'
ad mīt'	al lūde'	a vērt'	de dūçē'
ād'jūnet	ap pēnd'	ab rūpt'	de dūet'
ād'vērb	as pīre'	āb'jeet	de flēet'
a dōre'	at tēst'	ab dūet'	de trāet'
af fīx'	ād'jee tīve	ab scīnd'	de prēss'
af fīrm'	ad hē'sīve	ab sōlve'	de thrōne'
an nēx'	ap pōr'tion	ab strāet'	de eāp'i tāte

Lesson 96.

QUOTATIONS FROM ENGLISH POETS.

“Westward the course of empire takes its way.”—**Berkeley**. “To beard the lion in his den.”—**Scott**. “The short and simple annals of the poor.”—**Gray**. “Not to know me, argues yourself unknown.”—**Milton**. “Big with the fate of Cato and of Rome.”—**Addison**. “Who shall decide when doctors disagree?”—**Pope**. “A schoolboy’s tale, the wonder of an hour!”—**Byron**. “Brevity is the soul of wit.”—**Shakespeare**. “An infant crying in the night.”—**Tennyson**.

Lesson 97.

The prefix **con-** means *with* or *together*; it takes the form of **com-**, **col-**, **co-**, **cog-** or **cor-** to secure easy pronunciation.

eon join'	eom prēss'	eo ē'qual	eon sīst'ent
eon fōrm'	eon gēal'	eō ex īst'	eōn'flū ent
eon frōnt'	eom pōše'	eō ex tēnd'	eōn'so nant
eon træt'	eon vērt'	eo hē'r'ent	eōm'pli eāte
eon vērge'	eon spīre'	eo hē'sīve	eōm'pro mīše
eom pound'	eon found'	eōl'lo quȳ	eōr re spōnd'
eom pīle'	eon strūet'	eōn'gre gāte	eon jē'e'tūre
eōg'nāte	eol lāpse'	eōn'se quençe	eon trāe'tion

Lesson 98.

NAMES OF DISEASES.

gout	fē'ver	mē'a'sles	brōn ehī'tis
erōup	seär'let	eā tārrh'	eon sūmp'tion
erāmp	tī'phoid	pħthīš'ie	rħeu'mā tħism
mūmps	bīl'iōus	vēr'ti go	pneū mō'nī ā
chīlls	ā'gūe	ehōl'er ā	ħys tē'ri ā
plāgue	drōp'sy	serōf'ū là	sci āt'i eā
eōl'ie	quīn'sy	pleū'rī sy	dħys pēp'si ā
eān'cer	tēt'ter	lēp'ro sy	seär la tī'nā
eōugh (kōf)	seūr'vy	lum bā'go	ħer y sħip'e las

Lesson 99.

The prefix **e-** or **ex-** means *out of*; **pro-** means *for* or *forth*.

e dūçē'	ex pōrt'	ex eūl'pāte	prō'noun
e vāde'	ex tōrt'	ex plīç'it	pro çeed'
e vēnt'	ex ūde'	ex prēss'īve	pro træt'
e vōke'	ex pēnd'	ex'tīr pāte	pro trūde'
e jēet'	ex prēss'	ex'trī eāte	pro fēss'
e lēet'	ex hāle'	ex'pūr gāte	pro pound'
e lāpse'	ex plōde'	ex ən'er āte	pro nounçēr
e vīnce'	ex træt'	ex pā'trī āte	prō'lōgue
ē'gress	ef fāçē'	ex tēr'mī nāte	prō'grām

Lesson 100.

The prefix **re-** means *back* or *again*; **per-** signifies *through*.

rē prīnt'	rē fīne'	rē ad mīt'	per vāde'
rē eoin'	re eānt'	rē às sūre'	per vērt'
rē eāst'	re fūnd'	rē as çēnd'	per spīre'
rē deem'	re mānd'	rē ap pēar'	per fūme'
re drēss'	re elīne'	rē eom mīt'	pēr'jūre
re frēsh'	re pēal'	rē ęeh'o	pēr'me āte
re bound'	re strāin'	rē eōv'er	pēr'fī dȳ
re prēss'	re elāim'	rē eăp'tūre	pēr'fo rāte
re eoil'	re lăpse'	rē eōn'quer	pēr'eo lāte

Lesson 101.

The prefix **trans-** means *across* or *beyond*; **inter-** signifies *between*, and **super-**, *above* or *over*.

trāns'it	īn ter līne'	sū per sēde'
trans pōrt'	īn ter spērse'	sū per vīše'
trans pōše'	īn ter vēne'	sū per vēne'
trans grēss'	īn ter mīx'	sū per in dūçe'
trans plānt'	īn ter pōše'	sū per in tēnd'
tran scēnd'	īn'ter lūde	sū per serībe'
trans fōrm'	īn'ter eōurse	sū per hū'man
trans fīg'ūre	īn'ter ęst ing	sū per năt'ū ral
trāns ma rīne'	īn ter mīs'sion	sū per nū'mer a ry

Lesson 102.

NOUNS DISTINGUISHED FROM VERBS BY ACCENT.

The vessel used to trans pōrt' soldiers is called a trāns'pōrt. A pēr'vert is one who has been per vērt'ed from a right way. The pēr'fūme of the flowers will per fūme' the room. The ęx'pōrts of the country were rapidly ex pōrt'ed. The eōn'traet which he entered into compelled him to eon trāet' his sphere of action. The eōm'press which the surgeon ordered tended to eom prēss' his arm too tightly. The eōn'vert wanted to eon vērt' others.

Lesson 103.

The prefix **sub-** means *under* or *below*, and is sometimes changed to **suf-**, **suc-** or **sup-**; **circum-** means *around*.

sub join'	sǔb'jū gāte	çīr'eum spěet
sub sīde'	sub jēe'tion	çīr'eum stanče
sub vērt'	sub mīs'sion	çīr eum serībe'
sub sērve'	sup plānt'ing	çīr eum věnt'
sub trăet'	sue çē'sion	çīr eūm'fer enče
sub serībe'	sūf'fer ing	çīr eum nāv'i gāte
sub mērgē'	sǔb ma rīne'	çīr eum lo eū'tion
sǔb'ürbs	sǔb ter rā'ne an	çīr eum ǎm'bi ěnt

Lesson 104.

THE ELEMENTS OF MATTER.

All the forms of matter have been reduced to seventy-five elements, the most common of which are named in this lesson.

tīn	nǐck'el	óx'y gēn	plāt'i nǚin
lěad	eō'balt	hý'dro gēn	eād'mi ūm
gōld	bǐ's'muth	nī'tro gēn	ehrō'mi ūm
zīne	sǔl'phǔr	eāl'ci ūm	ǎn'ti mo ny
ī'ron(ūrn)	eär'bōn	sǐl'i eōn	po tās'si ūm
sǐl'ver	brō'mīne	sō'di ūm	a lū'mi nūm
eōp'per	är'se nīe	i'o dīne	mag nē'si ūm
bō'rōn	mēr'eu ry	ehlō'rīne	(mag nē'zhī ūm)

Lesson 105.

Uni-, from Latin *unus*, = *one*; **mono-**, from Greek *monos*, = *single*; **bi-**, from Latin *bis*, = *two*; **tri-**, from Latin *tri*, = *three*.

ū'nit	bī'ped	bī'ěn'nī al	mōn'o tōne
ū'nī sōn	bī'sēt'	trī'ěn'nī al	mōn'o lōgue
ū'ni fȳ	bī'nate	bī'nō'mi al	mōn'o līth
u nīt'ed	bī'välve	trī'nō'mi al	mo nōp'o līst
ū'ni fōrm	trī'pod	bī'çȳ ele	mo nōp'o līze
ū'ni vērse	trī'dent	trī'an gle	mōn'o grām
ū'ni eōrn	trī'ple	bīg'a mīst	mōn'o mā'ni à
u nīque'(nēk)	trī'sēt'	trī'sył'la ble	mōn'o syl la ble

Lesson 106.

The prefix **en-** means *to make* or *put in*; **be-** signifies *to make*, and gives an intensive meaning; **in-** adds its own meaning to the root word.

en slā've'	en rā'ge'	be fōol'	in grāft'
en dēar'	en fōrće'	be eālm'	in stīll'
en rīch'	en eāmp'	be dāub'	in stāll'
en ā'ble	en chāin'	be smēar'	in fūše'
en nō'ble	en thrōne'	be děck'	in dōrse'
en līv'en	en dān'ger	be friěnd'	in trūst'
em bōld'en	en tān'gle	be guile'	in trēnch'
en grōssed'(t)	en rāp'türe	be grūdge'	in seribe'

Lesson 107.

Non- = *not*; **post-**, a Latin word, = *after*; **post-**, an English word, refers to the mail.

nōn'sense	pōst'dāte	pōst'man
nōn'sūit	pōst'fix	pōst'boy
nōn'de seript	pōst'hu moǒs	pōst hāste'
non ēn'ti ty	pōst-mōr'tem	pōst'märk
nōn pāy'ment	pōs tē'ri òr	pōst'age
nōn rēs'i dent	pōst pōne'ment	pōst'pāid
nōn eon dūet'or	pōst me rīd'i an	pōst ȣhāiše
nōn ex īst'ent	pōst dī lū'vi an	pōs tīl'iōn
nōn at tēnd'ançe	pōst prān'di al	pōst'mās ter

Lesson 108.

MODELS FROM ENGLISH CLASSICS.

“Laws that may be *engrossed* on a finger nail.” — **De Quincey**. “What can *ennoble* sots, or slaves, or cowards?” — **Pope**. “Temperance gives Nature her full play, and *enables* her to exert herself in all force and vigor.” — **Addison**. “The difficulties that perplex men’s thoughts and *entangle* their understandings.” — **Locke**. “The serpent *beguiled* me, and I did eat.” — **Bible**. “*Bedaub* fair designs with a foul varnish.” — **Barrow**. “The starlight dews all silently their tears of love *instill*.” — **Byron**. “*Intrust* thy fortunes to the powers above.” — **Dryden**.

Lesson 109.

WORD BUILDING.

Prefix **up**, **under**, **out**, **fore**, and **over** to the words in the first, second, third, fourth, and fifth columns respectively.

hōld	brūsh	eaſt	ärn	strāin
rōot	mīne	weār	gōne	sprēad
rōar	hānd	shīne	dōom	pow'er
beār	tāke	skīrt	knōw	shăd'ōw
stārt	seōre	būrst	sīght	būr'den
rouſe	ground	breāk	stāll	beār'ing
rāiſe	văl'ūe	rēach	jūdge	băl'ançe
hēave	eūr'rent	strētch	elōse	per suāde'

Lesson 110.

ASTRONOMICAL TERMS.

mōon	plän'ets	Něp'tūne	zē'nith
phāſe	Vē'nus	Mē'r'eu ry	nā'dir
ſigns	Ēarth	ă's'ter oidſ	sōl'stīce
nōde	Märs	eōm'ets	ē'qui nōx
dīsk	Jū'pi ter	něb'ū lá	e elīp'tie
ōr'bit	Săt'urn	săt'el līte	zō'di ae
e elīpſe'	Ū'ra nūs	eōn stel lā'tion	pe nūm'brā

Lesson 111.

WORD BUILDING.

Prefix **counter**, = *against*, to the words in the first column ; and prefix **mis**, = *wrong* or *ill*, to the other words in this lesson.

pärt	deed	ap plȳ'	eăl'eū lāte
plöt	dāte	be hāve'	eon jēe'tūre
poiſe	prīnt	be liēve'	de mēan'ōr
work	eount	eōn'duet	in tēr'pret
märch	quōte	eōn'struē	rēp re ſēnt'
chěck	plāce	dī rēet'	ăp pre hěnd'
chärm	guīde	im prōve'	ün der stānd'
ă'e'tion	chānce	stāte'ment	mă'n'age ment

Lesson 112.

Suffixes which form Nouns, and signify state or quality of being.

Suffix.	Examples.	State of being	Suffix.	Examples.	State of being
acy.	pri'vá cy,	private.	ment.	a gree'ment	agreed.
age.	bǒnd'a ge,	bound.	mony.	ăe'ri mo ny,	sharp.
ance.	vǐg'i lançe,	watchful.	ness.	wē'a'ri ness,	weary.
ancy.	vā'ean çy,	vacant.	ry.	rī'val ry,	a rival.
dom.	free'dóm,	free.	ship.	pärt'nership,	partners.
ence.	ĩn'do lençe,	idle.	ure.	ex pō'süre,	exposed.
hood.	fälse'hōod,	false.	tude.	ăpt'i tūde,	apt.
ism.	hěr'o işm,	heroic.	ty.	stū píd'i ty,	stupid.

Lesson 113

Suffixes which form Adjectives, and mean of, like, or pertaining to.

Suffix.	Examples.	Pertaining to	Suffix.	Examples.	Pertaining to
ac.	eär'dí ae,	the heart.	id.	fér'vid,	fervor.
al.	pě'e'tó ral,	the breast.	ile.	pū'er īle,	a boy.
an.	sýl'ven,	a woods.	ine.	ea níne',	a dog.
ar.	rég'ú lär,	rule.	ory.	pís'ea tō ry,	fishes.
ary.	pe eün'ia ry,	money.	ite.	rěe'on dítē,	a secret.
ic.	pho nět'ie,	sound.	ish.	boor'ish,	a boor.
ical.	bo tän'ie al,	botany.	ese.	Siam ēše',	Siam.

Lesson 114.

Words with Suffixes meaning of, like, or pertaining to.

Use the previous lesson as a model, and write the suffixes and the meanings of the following words:

mū'sie al	ō ce än'ie	glōb'ù lär
ău tǔm'nal	ē go tǐs'tie	çir'eu lar
pie tō'ri al	thē o rět'ie	ăñ'gu lar
ĕd i tō'ri al	sēr'pen tīne	hōn'ōr'â ry
rhe tōr'ie al	ăq'ui līne	těm'po ra ry
ĕ eo nōm'ie al	ĕl e phän'tīne	eăp'il la ry
hÿp o erít'ie al	mēr'ean tīle	prěf'a to ry
gē o mět'rie al	ĭm'be çile	eon sěrv'a to ry
ăr ith mět'ie al	ĭn'fan tīle	eon sôl'a to ry

Lesson 115.

Suffixes which form Nouns, and mean *one who*.

Suffix.	Examples.	One who	Suffix.	Examples.	One who
ar.	běg'gär,	begs.	er.	de čēiv'er,	deceives.
art.	brág'gärt,	brags.	"	in trūd'er,	intrudes.
ard.	läg'gärd,	lags.	or.	eom pět'i tōr,	competes.
"	dřǔnk'ärđ,	is drunken.	"	prěd e čěs'sōr,	precedes.
ant.	dís'pu tant,	disputes.	eer.	āue tion eer',	auctions.
"	as síst'ant,	assists.	"	mū ti neer',	mutinies.
ent.	re čip'i ent,	receives.	ist.	eū'lō gěst,	eulogizes.
"	de pō'nent,	deposes.	"	thě'o rist,	theorizes.
"	rē'gent,	rules.	yer.	saw'yer,	saws.

Lesson 116.

Suffixes which form Adjectives, and mean *full of*.

Suffix.	Examples.	Full of	Suffix.	Examples.	Full of
ate.	děs'per āte,	despair.	ous.	au dā'cioüs,	boldness.
"	đb'dū rāte,	obduracy.	"	hi lā'ri oüs,	mirth.
ful.	re mōrse'ful,	remorse.	"	hěd'e oüs,	fright.
"	re spěet'ful,	respect.	some.	glăd'sōme,	gladness.
ent.	vř'ū lent,	poison.	"	frōl'ie sōme,	play.
"	sue'eū lent,	juice.	y.	flow'er y,	flowers.
ose.	ver bōse',	words.	ey.	elāy'eý,	clay.

Lesson 117.

Diminutive Terminations which form Nouns, and mean *little*.

Suffix.	Example.	A little	Suffix.	Examples.	A little
cle.	eän'ti ele,	song.	et.	flow'er et,	flower.
"	eôr'pus čle,	body.	"	tür'ret,	tower.
cule.	ăn i măl'eüle,	animal.	kin.	lämb'kin,	lamb.
"	rět'i eüle,	bag.	"	măñ'i kăñ,	man.
ule.	mõl'e eüle,	mass.	let.	eýe'let,	hole.
"	sphěr'üle,	sphere.	"	çñ'r'elet,	circle.
el.	sătch'ěl,	sack.	ling.	där'ling,	dear.
le.	nõz'zle,	nose.	"	gös'ling,	goose.
"	věs'i ele,	bladder.	ie.	lăs'sie,	lass.

Lesson 118.

Suffixes which form Verbs, and mean *to make*.

Suffix.	Examples.	To make	Suffix.	Examples.	To make
ate.	rēg'ū lāte,	<i>regular</i> .	ize.	eōl'o nīze,	<i>a colony</i> .
"	re frīg'er āte,	<i>cool</i> .	"	pūl'ver īze,	<i>into dust</i> .
"	dū'pli eāte,	<i>double</i> .	"	vīe'tim īze,	<i>a victim of</i> .
en.	fās'ten,	<i>fast</i> .	ise.	en frān'chīse,	<i>free</i> .
"	sōf'ten,	<i>soft</i> .	"	īm pro vīse',	<i>offhand</i> .
"	lēngth'en,	<i>longer</i> .	"	eōm'pro mīse,	<i>agreed</i> .
fy.	pēt'rī fȳ,	<i>into stone</i> .	ish.	pūb'līsh,	<i>public</i> .
"	pāç'i fȳ,	<i>peaceful</i> .	"	būr'nīsh,	<i>bright</i> .
"	eō'di fȳ,	<i>a code</i> .	"	em bēl'līsh,	<i>beautiful</i> .

Lesson 119.

Suffixes which form Nouns, and mean *act of*.

Suffix.	Examples.	Act of	Suffix.	Examples.	Act of
age.	tīll'āge,	<i>tilling</i> .	ment.	e lōpe'ment,	<i>eloping</i> .
"	mār'rīage,	<i>marrying</i> .	"	e jēet'ment,	<i>ejecting</i> .
tion.	dīlā'tion,	<i>dilating</i> .	ure.	rūp'tūre,	<i>breaking</i> .
"	ro tā'tion,	<i>turning</i> .	"	tēn'ūre,	<i>holding</i> .
tion.	in fū'sion,	<i>infusing</i> .	al.	re new'al,	<i>renewing</i> .
"	as čēn'sion,	<i>rising</i> .	"	re vīv'al,	<i>reviving</i> .
"	sus pēn'sion,	<i>hanging</i> .	"	re fūs'al,	<i>refusing</i> .

Lesson 120.

Use the previous lessons as a model, and write the suffixes and the meanings of the following words:

băb'bler	glee'ful	flăt'ten	re dūe'tion
băr'ter er	un skill'ful	glăd'den	re čēp'tion
blün'der er	dis grāce'ful	broād'en	re trăe'tion
pro jēet'ōr	vēn'ōm oūs	hōr'ri fȳ	re vī'sion
eon trăet'ōr	in jū'ri oūs	seār'i fȳ	dis pēr'sion
de pōš'i tōr	mûr'der oūs	tăb'ū lāte	a tōne'ment
drūg'gist	hū'mōr sōme	văp'o rīze	ap point'ment
lin'guist	mět'tle sōme	vūl'ean īze	as sěss'ment
ōr'gan ist	quar'rel sōme	joūr'nal īze	re trěnch'ment

Lesson 121.

WORDS FROM VARIOUS LANGUAGES.

Asiatic.		African.	
gōng	eōō'ly	bärb	fūs'tian(chan)
jǔnk	tōd'dy	bärgē	guīn'ea
sǐlk	mūš'lin	säck	gī räffe'
sērge	eăl'i eo	ī'bis	säatch'el
mān'go	nan keen'	zē'brā	ō'a sīs
rat tān'	eăsh'mēre	quäg'gā	ea nā'ry
bam bōō'	būn'gā lōw	pā'per	mo rōe'eo
tȳ phōon'	o rāng'-ou tāng	gÿp'sy	go rīl'lā

Lesson 122.

WORDS FROM THE AMERICAN INDIAN LANGUAGES.

squāw	ea nōe'	eō'pal	hōm'i ny
māize	rae eōon'	jăl'ap	o pōs'sum
mōose	pa pōose'	wām'pum	tăp i ō'ea
skünk	wīg'wām	qui'nīne	mōe'ea sin
guä'no	hăm'mock	to bă'e'eo	tōm'a haw̄k

NOTE.—It will be observed that the above words are all nouns, and are the names of things peculiar to America.

Lesson 123.

RAILROAD TERMS USED IN THE UNITED STATES AND ENGLAND.

American.	English.	American.	English.
träck	līne	hōrse eär	träm
trücks	bō'gies	eow'eatch er	plow
eär	eär'rīage	eon dūet'ōr	guärd
dē'pōt	stā'tion	ěn gī neer'	drīv'er
fire'man	stōk'er	swītch'ing	shūnt'ing
bäg'gage	lūg'gage	freight eär	gōods wäg'ōn
tūrn'-out	sid'ing	freight trāin	gōodş trāin
swītch'es	points	bäg'gage eär	lūg'gaže vān
rail'rōad	rail'wāy	tīck'et öf'fīce	bōok'ing öf'fīce

Lesson 124.

HOMONYMS.

Each word in this and the next lesson represents two or more distinct words, derived from different languages and unlike in meaning, though agreeing in sound and spelling.

bāle	rāçe	pōrt	eā'per	būn'ting
bāste	rāl	erāb	rā'ven	răck'et
hāil	rāke	flăg	ăñ'gle	răl'ly
grāve	wāke	hăck	băt'ten	tat tōo'
jāde	pīle	rănk	găm'mōn	fĕr'ret
māy	pītch	răsh	hăm'per	ĕld'er
pāge	seāle	săsh	măñ'gle	tĕn'der
quāil	sprāy	still	pū'pil	eōb'ble

Lesson 125.

bīt	dōck	stērn	eūr'ry	rīp'ple
bāy	reel	thrūsh	lūm'ber	līt'ter
foil	rēar	flūsh	stō'ry	līm'ber
gūll	sēal	pūnch	sōr'rel	bil'let
ĕarp	peer	pound	de sērt'	quīv'er
bārk	sōle	deūce	pō'r'ter	erīck'et
bütt	erāne	fōrge	rūf'fle	shīn'gle
märch	sheer	lēague	seūt'tle	swäl'lōw

Consult a dictionary for the meanings of the above words.

Lesson 126.

QUOTATIONS FROM EMINENT ROMANS.

"There will ever be a place for virtue." — **Seneca**. "I think the first virtue is to restrain the tongue." — **Cato**. "A picture is a poem without words." — **Horace**. "A falling drop will at last cave a stone." — **Lucretius**. "All great men are in some degree inspired." — **Cicero**. "A desire to resist oppression is planted in the nature of man." — **Tacitus**. "Trust not too much to an enchanting face." — **Virgil**. "For life is not to live, but to be well." — **Martial**. "Nature never says that which Wisdom will contradict." — **Juvenal**. "I came, I saw, I conquered." — **Cæsar**.

Lesson 127.

VERBS FROM THE LATIN THROUGH THE FRENCH.

ū'til īze	mōd'i fied	em bēl'lished(t)
rē'og nīze	rēp'ri mānd	sū per sēd'ed
rē'e'on çīle	sūp'plē ment	mān ū fāe'tūre
ad mōn'ish	en çīr'ele	rēe on noi'ter
ae eōm'plish	re līn'quish	de mōr'al īze
dis pār'age	pre dēs'tīne	dis eoun'te nançē
īn ter çēpt'	sur rēn'der	a mēl'io rāte(yō rāt)
īn ter lāçe'	prē or dāin'	eoun ter bāl'ançē

Lesson 128.

NAMES OF CIVIL OFFICERS.

māy'ōr	gōv'ērn ūr	äl'der man
būr'gess	trēas'ūr er	eōn'sta ble
shēr'iff	āu'dī tōr	māg'is trāte
bāl'iff	re eōrd'er	eon trōl'ler
tīp'stāff	rēg'is ter	sū per vīs'ōr
nō'ta ry	col lēet'ōr	eom mīs'sion er
eōr'o ner	as sēss'ōr	eoun'çil man
sur vey'ōr	in spēet'ōr	pro thōn'ō tā ry

Lesson 129.

ADJECTIVES FROM THE LATIN THROUGH THE FRENCH

är'dent	äb'stī nent	in dīf'fer ent
frē'quent	ae eōrd'ant	im pēr'ti nent
dōr'mant	eon eōrd'ant	im pēn'i tent
flā'grant	re pūg'nant	ir rēv'er ent
poign'ant	e mēr'gent	ir rēl'e vant
fēr'vent	dīs'so nant	ex ôr'bi tant
rē'e're ant	īm'po tent	eon eōm'i tant
in elēm'ent	eōr'pu lent	be nēv'o lent
trans pār'ent	eōm'plāi šānt	mu nīf'i çent

Form nouns from the above adjectives by changing final *t* in the first column to *cy*, and in the second and third columns to *ce*. Define the nouns formed thus,—*ardency* = *state of being ardent*.

Lesson 130.

VERBS FROM THE LATIN ENDING IN *ATE*.

ăb'ro găte	lū'bri eāte	a bōm'ī nāte
făb'ri eāte	eo ăp'er āte	e nū'mer āte
flüe'tū āte	ex pōs'tū lāte	e măñ'çī pāte
făs'çī nāte	pūnē'tū āte	de eăp'i tāte
ĕx'e erāte	měd'i eāte	de pōp'ū lāte
dī'si pāte	e mā'ci āte(shi āt)	dis erim'i nāte
mē'di āte	in vīg'ōr āte	in věs'ti gāte
ĕm'a nāte	at těn'ū āte	ex ăg'gēr āte
pēr'sōn āte	per pět'ū āte	an tīç'i pāte

Form nouns from the above verbs by changing final *e* to *ion*.

Lesson 131.

TERMS USED IN LAW.

eōde	ar rěst'	ĕq'u i ty	hōm'ī çīde
writ	as sīgn'	war'rant y	măñ'slaugh ter
bōnd	fěl'o ny	sub poe'nā	at tăch'ment
dī'gest	bûr'glà rŷ	man dā'mus	eom mit'ment
lī'bel	plāin'tiff	in jūne'tion	eon veý'ançē
jū'ry	de fěnd'ant	at tōr'ney	ăf fi dā'veit
är'son	eon vie'tion	eoun'sel òr	dep o şī'tion
fōre'man	ae quīt'tal	so līç'it òr	är bi trā'tion
stăt'üte	chan'çer y	băr'ris ter	re eōg'ni zançē

Lesson 132.

QUOTATIONS FROM EMINENT GREEKS.

“Know thyself.” — **Solon**. “Consider the end.” — **Chilo**.
 “Avoid extremes.” — **Cleobulus**. “Seize time by the fore-lock.” — **Pittacus**. “Nothing is impossible to industry.” — **Periander**. “Bear thy lot, nor shed these unavailing sorrows o'er the dead.” — **Homer**. “It will not always be summer.” — **Hesiod**. “Knowledge without justice ought to be called cunning rather than wisdom.” — **Plato**. “Plato is dear, but truth is more dear.” — **Aristotle**.

Lesson 133.

ADJECTIVES FROM THE LATIN ENDING IN -ANT OR -ENT

ăm'bi ent	re fĕl'gent	in ĕl'e gant
ēom plā'çent	in sūr'gent	bel līg'er ent
ēom pō'nent	re eūm'bent	i tīn'er ant
eōn'flu ent	ef fĕl'gent	pro tū'ber ant
dīf'fi dent	eon tīn'gent	īn eo hēr'ent
rēš'o nant	mēn'di eant	ĕv a nēs'cent
rēf'lū ent	īm'mi nent	çīr eum jā'cent
sīb'i lant	om nīs'cient	çīr eūm'flu ent
rēd'o lent	(om nīsh'ent)	im prōv'i dent

Lesson 134.

TERMS USED IN POLITICS.

ēau'eus	chāir'man	eōl'lēague	pōl i tī'cian
vōt'ers	eam pāign'	op pō'nent	lēg'is lā tōr
sūf'frage	prī'ma ry	eom mīt'tee	lēg'is lā tūre
frān'chiſe	e lē'e tion	ere dēn'tials	re pūb'lie an
bāl'lōt	eān'di date	dēm'o erat	e lēe tion eer'
re tūrnš'	dēl'e gate	dēm'a gōgue	eon stīt'u ents
plāt'fōrm	eon vēn'tion	mā jōr'i ty	ad mīn is trā'tion
cān'vass	nōm i nee'	mī nōr'i ty	in au gu rā'tion

Lesson 135.

ADJECTIVES FROM THE LATIN THROUGH THE FRENCH.

fēa'si ble	in fū'si ble	in sēn'si ble
im mū'ta ble	in ĕf'fa ble	à mē'nā ble
il lēg'i ble	de lē'e ta ble	in trāet'a ble
im plā'ea ble	eom pāt'i ble	in vūl'ner a ble
im pāl'pa ble	im prēg'na ble	īr re prēss'i ble
in fāl'li ble	in frān'gi ble	īr re elāim'a ble
im pōrt'a ble	in īm'i ta ble	īr re triēv'a ble
im prōb'a ble	in ēl'i gi ble	īn eom būs'ti ble

What suffixes and prefixes are used in the above words? What is the meaning of the suffixes -able and -ible? What is the force of the prefix **in-**, and what forms does it take in the above?

Lesson 136.

SPECIAL DRILL ON PRONUNCIATION.

Words in which *a* is sometimes Improperly Sounded as short *ă*.

ā'pex	rā'dix	Dān'ish	ver bā'tim
dā'tā	glā'mōur	ā'pri eōt	sa gā'cioūs
mā'gī	blā'tant	plā'eā ble	āu dā'cioūs
lā'mā	ān'cient	sā'li ent	līt ē rā'tī
gā'lā	pāl'frey	trā'ehe ā	ūl ti mā'tum
pā'trōn	sāu'cer	frā'ter nīze	īg no rā'mus
mā'trōn	fāl'chiōn	ar eā'num	ăp pa rā'tus
grā'tis	mus tāchē'	sul tā'nā	eōm pā'trī ăt
pā'thōs	plā eārd'	vī vā'cioūs	ex pā'ti āte(-shī-)

Lesson 137.

Do not give **a** its short sound in these words.

drä'mā	wāft'ed	ā lās'	hal'bērd
pālm'er	āft'er	a ghāst'	seal'lōp
bālm'y	rāft'er	a gāpe'	stal'wārt
ēalm'ly	lān'cer	be hālf'	wās'sail
wrāth'y	gāsp'ing	äl'mōnd	squal'id
sāun'ter	slānt'ing	läugh'ter	hal'i but
psālm'ist	glāng'ing	älms'house	sub al'tern
gāunt'let	eōn'trāst	pa lä'ver	Gāel'ie
flāunt'ing	pās'tūre	ba nä'nā	shān't

Lesson 138.

Words in which *a* is Improperly Sounded as short *ɔ*.

stāmp	tās'sel	quāg'mīre	rāsp'bēr ry
vāult	al'wāys	maud'lin	fāu'çēt
dāub	wa'ter	āue'tion	vāl'en tīne
groāt	faul'tless	daugh'ter	māu so lē'um
quāff	be eāuse'	quār'ter ly	gēn e ăl'o gȳ
āl'so	quā'sī	glāu'ber īte	mīn er ăl'o gȳ

Lesson 139.

Be careful not to give **a** in these words the sound which is indicated at the head of the columns.

Not ā.	Not ā.	Not ä.	Not a.
nāpe	eā'ret	bär'rēl	gänt'let
gäpe	hā'rem	oe tā'vo	jäun'ty
ěalf	dāi'ry	bär'rī ēr	däunt'less
äunt	ā'er āte	brā vā'dō	squā'lōr
hälve	un wā'ry	tär tār'ie	māel'strōm
eān't	ap pār'el	gär'rū loūs	ăl'ter nātē
häunt'ed	ěā nā'ry	bär ri eāde'	ăl'ter eātē
häunch'ēs	Dā'ri ěn	ăr'rōw rōot	de fāl'eātē

Lesson 140.

PRECIOUS STONES AND THEIR COLORS.

tō'paz	yěl'lōw iſh	ěm'er ald	green
běr'ył	blū'iſh green	sär'dō nýx	ör'anģe
ru'by	eär'mīne	ehrýs'o līte	gōld'en green
gär'net	rěd	ăm'e thyst	vī'o lět
ō'pal	mǐlk whīte	ear nēl'ian	flesh rěd
ō'nyx	vā'ri e gāt ed	eär'bun ele	deep rěd
särd	brown'ish red	tōur'mā līne	bläck
jäs'per	erim'son	dī'a mónd	trans pár'ent
säp'phīre	blüe	tur quois'(koiz)	pāle blüe

Lesson 141.

In these words, give **a** the sound indicated.

says (sěz)	Ăr'ab	pāg'eant	nă'tion al
saith (sěth)	măt'īn	for băde'	ră'tion al
zouäve	ăz'ure(ăzh)	săt'īr īst	săe'ră ment
seârçe	săt'īre	dräm'a tîst	păt'rōn aģe
fâr'o	fi nä'le(lâ)	răil'ler y	pāg'eant ry
fâir'y	năs'çent	tăp'es try	săç er dō'tal
pâr'ent	săe'rī fice(fīz)	văp'ō rīze	ap pâr'ent ly

Lesson 142.

In these words do not give **e** its long sound.

lěst	čep'oeh	pěr'uke	ā měn'īty
děaf	pěd'ant	hei'noūs	erěm'a to ry
pěrt	děe'āde	kěel'són	něp'o tışm
hěard	fěe'und	prěf'ače	o běs'i ty
těn'et	pět'rel	prěl'ate	ob scěn'i ty
těp'id	wěap'ón	shěk'el	lěg'end a ry
fět'id	zěal'ót	ěq'ui ty	prěd e čěs'sōr
věn'ue	běs'tial(chal)	as čět'ie	děr e lěe'tion
rěš'in	sěn'ná	těn'a ble	děp rí vā'tion
been (běn)	me lee'	hěr'o īne	prěš en tā'tion

Lesson 143.

In case **e** is unmarked, it represents the obscure **ě** which often occurs before **n**, and sometimes before **l**, in unaccented syllables.

dū'ěl	mǐt'těn	kǐtch'ěn	īn'no çent
fū'ěl	eǎn'çěl	chǐck'ěn	nū'tri ment
pō'ěm	mär'věl	lěarn'ěd	vī'o lençe
lā'běl	môr'sěl	quar'rěl	vě'hě mençe
lī'běl	nǐck'el	çit'a del	īn'stru'ment
eru'ěl	trāv'ěl	īn'fi del	sǔp'plě ment
nōv'el	sē'quěl	rē'qui īm	góv'ěrn ment
rěb'ěl	sǔd'děn	rěv'ěl ry	īn'těr ěst ing

Lesson 144.

Avoid giving **e** the sound indicated at the head of the columns.

Not ī.	Not ī.	Not ě.	Not ě.
yět	for gět'	fě'tiçh	sphě'roid
gět	běd'stěad	prě'lüde	ā pě'ri ent
sleek	steel'yard	prě'mi īr	stě'rě o týpe
ereek	eōv'er let	ě'qua ble	ā mē'na ble
tět'ter	děr'e ljet	ě'go tışm	prě dī lěe'tion
trěb'le	çěm'e těr y	ě'qui poise	prě ma tūre'ly
kět'tle	yěs'ter dāy	lěi'süre ly	prě çēd'en cy
trěm'ble	bě něf'i çent	in hěr'ent	īr rě mē'di a ble

Lesson 145.

In pronouncing these words do not give the long sound of **I**.

v <small>ie</small> 'âr	d <small>i</small> lâte'	s <small>an</small> 'guine	eow'ârd i <small>ç</small> e
v <small>i</small> š'ôr	d <small>i</small> v <small>est</small> '	v <small>ol</small> 'a t <small>ile</small>	pre h <small>en</small> 's <small>ile</small>
ðx'ide	d <small>i</small> v <small>ert</small> '	d <small>i</small> plô'mâ	mî râge'(râzh')
fû'tile	t <small>i</small> râde'	î tâl'ian	mý thôl'o gý
râp'îne	bâs tile'	î tâl'ie	phî lôs'o phy
fêr'tile	ob lîque'	lib'er tîne	phî lôl'o gý
hôs'tile	çhî eâne'	erîn'o lîne	elan dâs'tîne
trîb'ûne	fî nêsse'	mär'i tîme	in tês'tînes
rês'pite	gî râffe'	dî dâe'ties	dis frân'chîs
sûb'tile	fî nânçe'	dî rëet'ness	mêr'ean tîle
brô'mîde	dî vûlg'e'	dî grê's'sion	dî plô'ma tîst
ehlô'rîde	dî vôrçe'	fin an çiér'	phîl an thrôp'ie

Lesson 146.

WORDS IN WHICH I IS INCORRECTLY PRONOUNCED AS SHORT Ï.

tî'ny	eliüue	dî'verse ly	mân dâ rîn'
grîm'y	eär'bîne	nî'hil ist	de elî'voüs
sî'ren	mî áš'mâ	sî'ne eûre	in çî'sô ry
fi'nîte	in trîgue'	Běd'ou ïn	mî ero seöp'ie
vîs'eount	tri bû'nal	lõng'-lived	sî mul tâ'ne oüs
O rî'ón	spîke'närd	shôrt'-lived	sæ'ri fîce(fîz)

Lesson 147.

QUOTATIONS FROM EMINENT GERMANS.

"Men find it more easy to flatter than to praise." — **Jean Paul Richter.** "What is the best government? That which teaches us to govern ourselves." — **Goethe.** "A safe stronghold our God is still." — **Luther.** "Outward things are but the coloring of the man." — **Schiller.** "Beneficence is a duty." — **Kant.** "Every man has his own style, like his own nose." — **Lessing.** "Thy actions, and thy actions alone, determine thy worth." — **Fichte.** "Nature is a free domain." — **Humboldt.**

Lesson 148.

WORDS IN WHICH O IS OFTEN IMPROPERLY SOUNDED.

Not ö.	Not ö.	Not ö.	Not ö.
dóst	pö'l'lén	fôrt'nigh ^t	öñ'ly
dóth	döç'ilé	bël'lòws	döñ'key
hòv'er	be tröth'	pà röt'id	frön'tiér
plöv'er	pröd'üçe	pröb'i ty	ïn'möst
wönt'ed	pröv'öst	döl'ör oüs	de eö'röüs
eóme'ly	fôr'tress	söp ö rif'ie	erë'ö sôte
jöe'und	före'hëad	höör'ö seöpe	äu tõm'a tõn
nöm'ad	öñ'er oüs	eoûr'te oüs	frön'tiís piëçe

Lesson 149.

WORDS IN WHICH O IS OFTEN IMPROPERLY SOUNDED.

Not ö.	Not ö.	Not ö.	Not ö.
göd'ly	ae eöst'	flö'rist	plöv'ër
dög'ged	a eröss'	re völt'	mön'grel
eöst'ly	be göne'	vö'ea ble	nöth'ing
eöf'fin	seöff'er	ö'rö tünd	dis eöm'fit
eöf'fee	läñ'guor(gwër)	A dö'nis	eöl'an der
eöm'bat	ör'i füçe	pre eö'cioüs	söv'er eign
eöm'ment	fö'r'ger y	pö lö näiße'	dróm'e da ry
eöñ'eörd	eö'r'ri dör	pëd'a gö gy	pöme'grän åte

Lesson 150.

WORDS CONTAINING H.

wharf	whilst	hërb'äge	hös'pi tal
nïche	hou'rï	hös'tler	hü'mör ist
mïlch	hü'mör	ex hälé'	Hü'guë not
fifth	hüm'ble	ex haust'	shriëv'al ty
chöre	höm'äge	chäl'içe	her bå'ceoüs
shrünk	sä'chem	chäl'dròn	her bïv'o roüs
shrill	whey'eý	an chö'vy	ex hïl'a räte
shroud	ex hört'	ex hört'er	chär'nel house
shrewd	ex hüme'	ex hib'it	whör'tle bër ry

Lesson 151.

In these words do not give **u** a sound like that of **oo**.

tūne	dū'eal	nū'di ty	blūe blood
sūt	lū'ere(kēr)	dū'bi oūs	lū'gi fer
lieū	lū'rid	dū'rā ble	glū'ti noūs
deūçe	dūr'ing	nū'mer al	lū'di eroūs
flūke	flū'ent	eū'eum ber	eon elū'sīve
flūte	sūit'ōr	dī lū'tion	ob tūse'ly
slūiçe	Sū'shan	ex elū'sion	e lū'gi dāte
dū'al	hīr sūte'	īn'sti tūte	e lū'so ry
dū'ty	al lūde'	eōn'sti tūte	sū per fī'cial
sū'pīne	sub dūe'	dīs'so lūte	rēv o lū'tion

Lesson 152.

WORDS IN WHICH **U** IS SOMETIMES IMPROPERLY SOUNDED.

Not silent.	Not ū.	Not ū.	Not ū.
joüst	put	dū'eat	ab strūse'
aw'ful	fīg'ūre	sūp'ple	eōn'struē
wō'e'ful	pul'pit	fūl'sōme	vīr'ū lent
drēad'ful	huz zā'	fūl'erum	chē rū'bie
năt'ū ral	hus sār'	prūs'sie	čr'ū dīte
är'dū oūs	trūf'fle	Rūs'sian	tru'ēū lent
dōe'ū ment	jū'gū lār	Prūs'sian	gār'rū loūs

Lesson 153.

CORRECT QUOTATIONS AND THEIR AUTHORS.

"When Greeks joined Greeks, then was the tug of war." — **Lee.** "God tempers the wind to the shorn lamb." — **Sterne.** "It is an ill wind that turns none to good." — **Tusser.** "In the midst of life we are in death." — **Prayer Book.** "O solitude! where are thy charms?" — **Cowper.** "Music hath charms to soothe the savage breast." — **Con greve.** "To make a virtue of necessity." — **Chaucer.** "O'er books consumed the midnight oil." — **Gay.** "Thoughts that breathe, and words that burn." — **Gray.**

Lesson 154.

WORDS IN WHICH *H* IS SILENT.

<i>ehýle</i>	<i>ísth'mus</i>	<i>spín'ach(áj)</i>	<i>hón'ðr á ry</i>
<i>ehýme</i>	<i>ôr'ehid</i>	<i>ehí mě'rà</i>	<i>há bì tu e'</i>
<i>í'ehðr</i>	<i>náph'thà</i>	<i>Chal dē'an</i>	<i>Míeh'aél mas</i>
<i>thým'ý</i>	<i>hér'b'less</i>	<i>är'eha ísm</i>	<i>ehí röp'o díst</i>
<i>ôr'ehis</i>	<i>är'ehíves</i>	<i>är'ehí tëet</i>	<i>ehí rög'ra phy</i>
<i>ästh'mà</i>	<i>té'träreh</i>	<i>síl hou ëtte'</i>	<i>är ehí pél'á go</i>
<i>lí'ehén</i>	<i>trö'ehës</i>	<i>ôr'ehes tral</i>	<i>är ehæ òl'o gy</i>
<i>ehär'tà</i>	<i>dís'tieh</i>	<i>är'ehe týpe</i>	<i>är ehí tée'tür al</i>
<i>thä'lér</i>	<i>Büd'dhísm</i>	<i>äreh án'gél</i>	<i>mäeh i à vél'ian</i>

Lesson 155.

WORDS IN WHICH *T* IS SOMETIMES ERRONEOUSLY SOUNDED.

<i>óf'ten</i>	<i>chás'ten</i>	<i>erò çhet'</i>	<i>chěst'nut</i>
<i>söf'ten</i>	<i>hüs'tle</i>	<i>böu quet'</i>	<i>á pös'tle(s'l)</i>
<i>häs'ten</i>	<i>this'tle</i>	<i>erò quet'</i>	<i>rie o çhet'</i>
<i>eäs'tle</i>	<i>gris'tle</i>	<i>pär quet'</i>	<i>eáb rí o let'</i>
<i>lis'ten</i>	<i>glis'ten</i>	<i>ehrís'ten</i>	<i>ðf'ten tímës</i>
<i>nës'tle</i>	<i>bris'tle(s'l)</i>	<i>wrës'tle</i>	<i>ehrís'ten dóm</i>
<i>mois'ten</i>	<i>mës'tle</i>	<i>nës'tling</i>	<i>mës'tle tōe</i>

Lesson 156.

WORDS IN WHICH *S* IS OFTEN IMPROPERLY SOUNDED.

<i>ab sõlve'</i>	<i>blouse</i>	<i>ăd'i pōse</i>	<i>găs'e oüs</i>
<i>ab sôrb'</i>	<i>nā'sal</i>	<i>eon elū'síve</i>	<i>rës'o nant</i>
<i>de sìgn'</i>	<i>bíš'muth</i>	<i>eor rö'síve</i>	<i>mës'mér íze</i>
<i>de sìst'</i>	<i>dis ärm'</i>	<i>de rí'síve</i>	<i>gas ñm'e ter</i>
<i>jo eōse'</i>	<i>dis dän'</i>	<i>de çí'síve</i>	<i>pre sënt'ment</i>
<i>mo rōse'</i>	<i>dis sölve'</i>	<i>dis á'ble</i>	<i>é ly'sian(lízh'an)</i>
<i>per sìst'</i>	<i>dës sërt'</i>	<i>dis sëm'ble</i>	<i>Pà ri'sian</i>
<i>pos sëss'</i>	<i>dis cérn'(zérn)</i>	<i>ef fü'síve</i>	<i>rës'er voir(vwôr)</i>
<i>pre çíse'</i>	<i>Jäp à nëše'</i>	<i>e vâ'síve</i>	<i>gooose'běr ry</i>

Lesson 157.

WORDS IN WHICH S IS OFTEN IMPROPERLY SOUNDED.

eon cīse'	ú sūrp'	ex elū'sīve	mà răš'mus
pro fūse'	dis ówn'	il lū'sīve	lăeh'rÿ mōse
re elūse'	dăm'šon	in cī'sīve	ex eûr'sion
re sōurçe'	mī áš'má	in elū'sīve	ex plō'šion
trans æet'	ðr'íšon	in tru'sīve	eo hē'sion
un trūths'	běn'íšon	děs'ig nāte	Je ru'sa lem
ver böse'	věn'íšon	děs'o late	ú šu'rī oüs
wřist'band	Chī nēše'	dif fū'sīve	dýs'en těr y
ú'nī són	Móš'lem	dis posšess'	prě sěn'tí ment

Lesson 158.

In these words **th** has its subvocal sound.

páths	booth	wíth in'	lith'e'some
báths	soothe	be nēath	lōath'some
láths	mouths	be quēath	thěnçe'fôrth
mõths	wrēaths	thíth'er	wrīth'ing
elõths	blíthe	něth'er	wõr'thí ness
ðáths	thōugh	brõth'el	ún der nēath'
wíth	swāthed	äl thōugh'	thíth'er ward
thěnçe	lāthe	mouth'ing	shēath'ing

Lesson 159.

In these words **th** has its aspirate sound.

lōth	trúths	thē'sis	plěth'o rá
trõth	swáths	ěth'ies	be trõth'al
seáth	shéáths	bā'thös	lěth'ár gý
slõth	heärths	ě'thẽr	plě thõr'ie
mýths	wrāiths	wíth'y	ěarth'i ness
wíthe	brěaths	fõrth wíth'	an tǐth'e sis
yóúths	rhythm	ěarth'en	sooth'say er

Lesson 160.

SPECIAL EXERCISE IN SYLLABICATION.

Words of two Syllables sometimes Improperly Pronounced in one or three Syllables.

ā'gěd	sē'riēš	bāl loōn'	tī'klīsh
loy'al	hūn'grȳ	eōr rōde'	nāu'seoūs
rē'al	hei'nōūs	be liēve'	gōr'geoūs
āl'ien(yen)	jāve'lin	sup pōše'	serīve'ner
guā'no	glā'cial	ūn'guent	gēn'ius(yūs)
jūn'ior(yēr)	trēa'ele	çēre'ment	busī'ness
fīl'ial(yal)	eāis'sōn	brēth'ren	gēn'ial(yal)
flow'er	rūf'fian(yan)	griēv'oūs	Wēdnes'dāy
ūn'ion(yūn)	särce'nēt	eōr'dial(jal)	bīv'ouāe(wāk)

Lesson 161.

Words of three Syllables sometimes Improperly Pronounced in two or four Syllables.

ā'līas	měm'ōrȳ	çīl'ia ry(yārȳ)	mā'nīā
čv'er y	fīn'ēr ī	děs'uē tūde	trīv'īal
ī'vo ry	nī'çē tȳ	hīs'tō ry	suāv'īty
rā'ti o(shīō)	ōr'de al	slāv'er y	fāe'tō ry
pē'o ny	sěs'ā me	īm'āge ry	vīe'tō ry
ī dē'al	vē'nī al	mēr'eū ry	rēg'ū lār
īn'dīan	vīš'ū al	eār'rī on	sēv'er al
jō'vi al	fē'al ty	ē'ven ing	hȳ'gīēne

Lesson 162.

Words Properly Pronounced in three Syllables.

ēūr'so ry	um brēl'lā	e mōl'lient	prōs'per oūs
lī'bel er	am brō'shā	in gēn'ioūs	bois'ter oūs
är'dū oūs	un lēarn'ed	mēl'iō rāte	serū'pū loūs
guārd'īan	pre věnt'īve	spě'cial ty	moun'taīn oūs
měd'ī čīne	trāv'el er	eōn'quer òr	stū pěn'doūs
lāu'dā nūm	ūne'tū oūs	chōe'ō lāte	al lē'giançē
sěn'ti ent	plā'gīā rīst	dīf'fer ent	mīl lion âire'
(sěn'shī ent)	quān'dā ry	e grē'gioūs	(mīl yūn âr')

Lesson 163.

WORDS PROPERLY PRONOUNCED IN FOUR SYLLABLES.

in ēr'ti à(shi à)	är tǐf'I čēr	de lǐv'ēr y
mī nū'ti à(shi à)	ex těm' pō rē	dis eōv'er y
mag nō'lī à	gým nā'sí um	pe eūn'ia ry(yà rý)
e mā'ci àte(shi àt)	neū rǎl'gǐ à	gěn'er al ly
brē'vǐ à ry	in grā'ti àte(shi àt)	substān'ti àte(shi)
väl'ù à ble	lǐ čēn'ti àte(shi àt)	pre pōs'ter oüs
ôr'dī nā ry	rǐ die'ù loüs	pre šūmp'tū oüs
eăš'ü al ly(kăzh)	pro pí'ti àte(písh'i)	in sǐd'í oüs
dăñ'dē lī ón	im mē'dī àte	īn eon vēn'ient
păł'lī à tīve	Be ěl'ze büb	dà guěrre'o tȳpe

Lesson 164.

SPECIAL DRILL IN ACCENTUATION.

Words often Incorrectly Accented.

á dǔlt'	ăd drěss'	prě těnse'	ět'i quëtte
à děpt'	ea nīne'	sue čess'	ăm à tēur'
ăl ly'	eōm peer'	trüs tee'	eōn fī dănt'
lă pěl'	grĩ māçe'	dis eōurse'	īm prō vīše'
prō līx'	eōs'tūme	băck'slīde'	đp pōr tūne'
rē čess'	rō mānçe'	gāin sāy'	īm pōr tūne'
ae čess'	rē eōurse'	rěv'er īe	tăm boür īne'
ĕx ploit'	rē sēarch'	rěp ār tee'	tăb'leau(lō)

Lesson 165.

CORRECT QUOTATIONS AND THEIR AUTHORS.

“Riches certainly make themselves wings.” — Solomon.
 “Hang out the banners on the outward wall.” — Shakespeare.
 “Look before you ere you leap.” — Butler.
 “Out of mind as soon as out of sight.” — Lord Brooke.
 “What though the field be lost, all is not lost.” — Milton.
 “Wise and masterly inactivity.” — Mackintosh.
 “His image cut in ebony.” — Fuller.
 “Peace, peace, when there is no peace.” — Jeremiah.
 “Richard is himself again.” — Colley Cibber.
 “To the manner born.” — Shakespeare.

Lesson 166.

WORDS OFTEN INCORRECTLY ACCENTED ON THE FIRST SYLLABLE.

và gā'ry	mū şē'üm	an tǐp'o dēş
pý rí'tēş	hō rí'zòn	an ní'hí lāte
op pō'nent	eú rā'tōr	ob jûr'gå ted
in quí'r'y	sub sîd'ençe	eăl lî'ð pê
ple bē'ian(yan)	eon dō'lence	děe lî nâ'tion
as pīr'ant	ae elî'mâte	té lěg'râ phy
eog nō'men	de eā'dençe	eal lîg'râ phý
prō mûl'gâte	ē nêr'vâte	lî thôg'râ phêr
çy lîn'drîe	pre çed'ençe	Põm pe'ii(pâ'yê)

Lesson 167.

WORDS OFTEN INCORRECTLY ACCENTED ON THE SECOND SYLLABLE.

ăb'â eüs	Ăr'â bîe	eō ad jū'tōr
ehö'l'ér ie	Ęau'eå süs	eöl ős sē'um
în'tê gral	eõm'mû nişm	eõn'ser vâ tōr
în'ter ìm	eõn'vêr sant	dē fâl eâ'tion
ôr'dê al	eõm'plâi şânçe	hî mî nê'al
çen'tû ple	blâs'phê moüs	ăth ê nê'um
eõn'gê nêr	châs'tîse ment	děv as tâ'tion
bê'hê mõth	mîs'chië voüs	ěm ěn dâ'tion

Lesson 168.

WORDS OFTEN INCORRECTLY ACCENTED ON THE SECOND SYLLABLE.

tō'wârdş	Ném'ê sîs	prěf'ér à ble
pûr'pôrt	ęx'em plârý	prô'bâ tô ry
trâv'êrse	děs'pî eâble	sûb'lû nâry
çhîv'al roüs	eõm'pâ râble	în'di eâtôry
ěx'plê tîve	läm'ěn tâble	ۆb'lî gâtôry
eõn'tû mêly	rěf'ér àble	băp'tîs têry
în'ven tôry	rěp'â râble	dîs'pû tâble
rěv'ð eâble	pěr'ěmp tôry	děm ô nî'â eal
eõn'tû màçy	ôr'thô èpy	eõr'öl lâry

Lesson 169.

WORDS OFTEN INCORRECTLY ACCENTED ON THE THIRD SYLLABLE.

ðb'sō lēte	gǔm ār'ā bie	ag grān'dize ment
mis eōn'struē	mà nī'ā eal	phō tōg'rā phēr
ăd'mī ral ty	pŷ rām'ī dal	in ēx'ō rā ble
ăl'le gō rist	hŷ drōp'ā thy	īr rēp'ā rā ble
eār'ī eā tūre	al lōp'ā thy	īr rēv'ō eā ble
ăp' pro bā tīve	ehāl qěd'ō ny	īr rēf'rā gā ble
māy'ōr ăl ty	eōn eū'bī nāge	in dīs'pū tā ble
lēg'is lā tūre	çēn trīf'ū gal	in eōm'pā rā ble
ad vēr'tīse ment	rēç ī tā tīve'	in dīs'sō lū ble

Lesson 170.

WORDS DISTINGUISHED BY ACCENT.

Nouns.	Verbs.	Nouns.	Adjectives.
ăe'gent	ae çēnt'	Au'gust	au güst'
īn'sult	in sūlt'	eōm'paet	eōm pāet'
eōn'veit	eōn viet'	ĕx'pert	ex pērt'
eōn'test	eōn tēst'	sū'pīne	sū pīne'
prōd'ūce	prō dūce'	gal lānt'	gă'l'ant
eōn'verse	eōn vērse'	mīn'ute	mī nūte'
eōm'pound	eōm pound'	īn'va līd	in vă'l'id
ăb'straet	ab stræt'	prēç'ē dent	pre çēd'ent

Lesson 171.

WORDS WHICH ARE DISTINGUISHED BY STRESS IN PRONUNCIATION.

Nouns.	Verbs.	Adjectives.	Verbs.
prēd'ī eāte	prēd'i eāte	dēs'o lāte	dēs'o lāte
ăs'pi rāte	ăs'pi rāte	īn'tī māte	īn'tī māte
dēl'e gāte	dēl'e gāte	mōd'er āte	mōd'er āte
ăd'vo eāte	ăd'vo eāte	prōs'trāte	prōs'trāte
ăg'gre gāte	ăg'gre gāte	ăn'ī māte	ăn'ī māte
as sō'ci āte	as sō'ci āte	de lib'er āte	de lib'er āte
sub ôr'dī nāte	sub ôr'dī nāte	ar tie'ū lāte	ar tie'ū lāte

Lesson 172.

Words which are sometimes Improperly Pronounced Alike, but which Differ both in Meaning and in Pronunciation.

bā'bēl	bā'b'ble	ç̄el'ēr y	sāl'a ry
eā'ble	eā bāl'	eōu'rī er	eūr'rī er
ehō'ral	eōr'al	fōrm'al ly	fōr'mēr ly
eär'nal	chär'nēl	in ç̄i'siōn	in s̄i'tiōn
eă'lōūs	chăl'içe	s̄ym'mē trȳ	ç̄em'ē tēr y
eal'drōn	chăl'drōn	eom plā'çent	eōm'plai s̄ānt
bōr'ōugh	bōr'rōw	ē lī'siōn	ē lȳ'siān
gēs'tūre	jěst'er	go rīl'lā	guēr rīl'lā
ūm'bēl	hūm'ble	in gēn'iōūs	in gēn'ū oūs
pil'lār	pil'lōw	ēl'i gī ble -	il lēg'i ble -
æ cēpt'	ex cēpt'(ék)	eōn'fī dent	eōn fī dānt'
lēav'en	ē lēv'en	pōp'ū loūs	pōp'ū lāçē
pe lissē'	pō liçē'	ēm'i grāte	im'mī grāte

Lesson 173.

Words to be Carefully Distinguished in Spelling and in Use.

äl'ter,	<i>to change.</i> [ings.	eăp'ī tal,	<i>a chief city.</i>
äl'tar,	<i>a place for offering.</i>	eăp'ī tōl,	<i>a state'house.</i>
ex pěet',	<i>to look for.</i>	eăl'en dār,	<i>an almanac.</i>
sus pěet',	<i>to mistrust.</i>	eăl'en dēr,	<i>a machine.</i>
für'ther,	<i>additional.</i>	prīn'çī ple,	<i>rule of action.</i>
fär'ther,	<i>more distant.</i>	prīn'çī pal,	<i>chief; head.</i>
ç̄es'sion,	<i>a giving up.</i>	līn'i ment,	<i>an ointment.</i>
sēs'sion,	<i>a sitting.</i>	līn'ē à ment,	<i>features; form.</i>
eoun'çīl,	<i>an assembly.</i>	eōm'plī ment,	<i>to praise.</i> [ber.
eoun'sēl,	<i>advice.</i>	eōm'plē ment,	<i>the full number-</i>
stät'ūe,	<i>a carved image.</i>	stā'tion à ry,	<i>fixed.</i> [rials.
stät'ūte,	<i>a law.</i> [ment.	stā'tion ēr y,	<i>writing materials;</i>
re ç̄eipt',	<i>an acknowledgment.</i>	līght'en ing,	<i>making light.</i>
rēç̄i pē,	<i>a prescription.</i>	līght'ning,	<i>electricity.</i>

I.—REVIEW AND TEST WORDS.

awe	serawl	sī'lex	dis till'	lōdg'ment
wr̄y	shiēld	tī'rōṣ	de bauch'	stūr'geōn
ădz	slūiçe	ō'eħēr	fā tīgue'	heīght'en
buȳ	plāque	lū'ere(kēr)	de fault'	pōul'tīçe
dēy	ehrišm	ōf'fal	rōu tīne'	trēa'tīse
ewe (ū)	eliique	gÿp'sy	eon çēit'	twēe'zerṣ
sou	mōrgue	eō'eōa	be siēge'	wrīst'let
guȫ	schist	au'dit	de çēive'	plān'tāin
two	läunch	jū'içy	bre viēr'	shēp'hērd
āye	sleigh	gaud'y	as sāult'	jāun'dīçe
ōwe	bisque	sÿn'ōd	ea priçe'	lūnch'eōn
fir	zouäve	zäl'phā	seā lēne'	knāp'säck
kēn	rhytm	hā'lōṣ	eui şīne'	awk'wārd

II.—REVIEW AND TEST WORDS.

hýmn	gāuge	frī'end	mul'ley	quar'an tīne
bäde	guilt	erēase	psal'ter	rheu'mā tīsh
hēir	měant	sēarch	tōur'ist	joūr'nal īst
beau (bō)	wrōng	drēdge	worst'ed	trou'bā dōur
fete (fāt)	eause	häunch	rān'sack	guil'lo tīne
wrēn	gauze	brōoch	trūf'fle	pēn'tā teūeh
āehe	squaw	yēast	eush'iōn	fōr'fei tūre
fiēf	vērge	frī'ze	joūr'ney	chāng'e'ā ble
yāwl	pūrge	phrāše	ghām'oīs	eōl'pōr tēur
lyñx	niēce	plāgue	flōür'ish	tōur'nā ment
lōeh	knēad	fleece	pi'quant	phōs'phōr ūs
rāid	sēize	sphēre	eām'phōr	frōl'īck ing
gout	siēge	hēarse	eāi'tiff	frōl'īe sōme
ealk	scēne	lēague	mēa'sles	ōph'i eleide
gnāw	thiēf	tiērce	trēa'ele	pā pe teriē'

III.—REVIEW AND TEST WORDS.

jeān	fōsse	sōl'āce	plāu'sī ble	re liēve'
skein	lūrch	gew'gaw	trāce'ā ble	af frōnt'
gīst	pērch	līz'ārd	blām'ā ble	sue eūmb'
jīlt	gōurd	wēa'sel	tālk'ā tīve	ās suāge'
veil	swōrd	çit'rōn	vēr'dī grīs	eon tēmn'
jōwl	knāve	pēo'ple	he gī'rā	ōf fēnse'
gōal	neigh	lē'giōn	sŷn'dī eāte	un kēmpt'
dōle	nōtch	flee'çy	sāt'ēl līte	eon dīgn'
gnāt	pīque	nōv'içe	sphēr'īe al	khe dīve'
wrāp	lēash	mēn'āçe	är'ehī tēet	eash iēr'
tōmb	wrēck	tōe'sin	hār'lē quīn	de scēnd'
dēbt	knīfe	dōu'ble	sēp'ul ehēr	ob līque'
bōmb	stȳle	hēif'er	vēr'tē bræ(brē)	fī nēsse'
nūmb	rheum	slūi'çy	pēaçe'a ble	tōn tīne'
pawn	rōute	prīm'er	phŷs'i çist	ān tīque'

IV.—REVIEW AND TEST WORDS.

ne'er (nār) wāltz	ûr'ban	erŷs'tal līze	eo quēt'
whey	psālm	zē'rōš	as sīgn'
whōm	thīgh	bālm'y	à piēçe'
tour	doubt	nä'i've	mā līgn'
çyst	pshāw	sīr'up	re liēf'
gībe	squāb	eī'der	be nūmb'
līmn	knēlt	ey'ing	de çēit'
knee	deign	baȳ'ou	pā trōl'
eālf	deūçe	ĕp'ōeh	pā rōle'
lawn	ehȳme	sīb'ŷl	en rōll'
wrīt	ehāsm	sā'tŷr	o pāque'
pālm	grīef	să'l'ad	se çēde'
fērn	sēine	ān'īse	ex hōrt'
czār	trȳst	sug'ār	hānd'kēr chīef
wālk	ēaves	sō'lōš	de brīs'
			ā ghāst'

WORDS AND PHRASES FROM THE FRENCH.

apropos (ăp'rō pō), *to the point.* [c'tal.]

attaché (ăt tă shă'), *an official.*
au revoir (ō rŭ vwär'), *till we meet again.* [style.]

bon ton (bōng' tōng'), *good bon mot* (bōng'mō), *a jest.*

blasé (blă ză'), *surfeited.*

belles-lettres (bĕl-lĕt'tĕr), *polite literature.*

carte blanche (kărt blänsh'), *full permission.*

comme il faut (kōm ēl fō'), *as it should be.*

connoisseur (kōn nīs sūr'), *a critical and skillful person.* [stroke of policy.]

coup d'état (koo dă tä'), *a débris* (dă brĕ'), *fragments.*

début (dă bu'), *first appearance.*

éclat (ĕ klă'), *splendor.*

élite (ă lĕt'), *chosen; select.*

ennui (ăng nwĕ'), *languor.*

entrée (ăng tră'), *entrance.*

en masse (ăng măs'), *in a body.* [way.]

en route (ăng rōōt'), *on the*

façade (fă sād'), *front view.*

faux pas (fō pă'), *a false*

fête (făt), *a festival.* [step.]

Honi soit qui mal y pense

(hō nē swă kē mäl ē păns), *Evil to him that evil thinks.*

liaison (lē à zōng'), *an illicit intimacy.*

madame (mă dám'), *my lady.*

monsieur (mō syĕ'), *mister.*

mont (mōng), *a mountain.*

mauve (mōv), *a purplish color.*

naïve (nä'ēv), *ingenuous.*

nom de plume (nōng dū plum'), *a literary title.*

outré (oo tră'), *extravagant.*

on dit (ōng dĕ'), *they say.*

protégé (prō tă zhă'), *one protected.* [alert.]

qui vive (kĕ vĕv'), *on the régime* (ră zhĕm'), *administration.* [ming up.]

résumé (ră zu mă'), *a summary.*

répertoire (ră păr twär'), *a treasury; a magazine.*

roué (rōō ă'), *a debauchee.*

savant (să väng'), *a learned man.* [name.]

sobriquet (sō brĕ kă'), *a nickname.*

séance (să ängs'), *a sitting.*

sang-froid (säng frwă'), *coolness.* [party.]

soirée (swă ră'), *an evening*

souvenir (sōō ve nēr'), *a keepsake.*

tête-à-tête (tăt à tăt'), *a private conversation.* [face.]

vis-à-vis (vĕ ză vĕ'), *face to*

trousseau (troō sō'), *bridal outfit.*

LATIN WORDS AND PHRASES.

ăd īn fī nī'tum, <i>to infinity.</i>	mō'dus ɔp ē rān'di, <i>mode of operating.</i>
ăd lib'itūm, <i>at pleasure.</i>	nō'lē prōs'ē quī, <i>unwilling to prosecute.</i>
ā'lī ās, <i>an assumed name.</i>	nē plūs ūl'trā, <i>nothing beyond.</i>
ālī bī, <i>elsewhere.</i>	nō'lens vō'lens, <i>willingly or unwillingly.</i>
bō'nā fī'dē, <i>in good faith.</i>	nōn ēst in vēn'tus, <i>he has not been found.</i>
eā'pīas, <i>you may take.</i>	pēr ān'num, <i>by the year.</i>
eōm'pōs mēn'tīs, <i>of sound mind.</i>	pēr dī'em, <i>by the day.</i>
euī bō'nō, <i>for whose good.</i>	pōst-mōr'tem, <i>after death.</i>
dē fāe'tō, <i>actually.</i>	pōs'se eōm ī tā'tus, <i>the civil force of the county.</i>
dē jū'rē, <i>in law.</i>	prō ēt eōn, <i>for and against.</i>
ēr rā'tā, <i>mistakes.</i>	prī'mā fā'ci ē, <i>at first view.</i>
ē plū'ri būs ū'num, <i>one out of many.</i>	prō bō'nō pūb'lī eō, <i>for the public good.</i>
ēx ḍf fī'ci ḍ, <i>by virtue of</i>	[cient.]
ēx pār'tē, <i>on one side.</i>	quān'tum sūf'fī cīt, <i>suffi-</i>
etc. (ēt cēt'ē rā), <i>and others; and so forth.</i>	quōn'dam, <i>former.</i>
fāe sīm'īlē, <i>an exact copy.</i>	quīd prō quō, <i>an equivalent.</i>
fī ērī fā'ci ās, <i>cause it to be done.</i>	rā'rā ā'vis, <i>a rare bird.</i>
īn stā'tū quō, <i>in the former</i>	rē qui ēs'eat in pā'ce, <i>let him rest in peace.</i>
īn tō'tō, <i>wholly.</i>	sī'nē dī'ē, <i>without day.</i>
īn me mō'rī am, <i>in memory</i>	sūb rō'sā, <i>privately.</i>
L. S. (lō'eus si gīl'li), <i>the place of the seal.</i>	tē dē'um, <i>a hymn of praise.</i>
māx'ī mūm, <i>the greatest.</i>	tē'rā fir'mā, <i>solid earth.</i>
mīn'ī mūm, <i>the least.</i>	vī'vā vō'cē, <i>orally.</i>
mā'lum īn sē, <i>an evil in it-</i>	vī'ā, <i>by way of.</i>
man dā'mus, <i>we command.</i>	vēr'sus, <i>against</i>
mēm ḍ rā bīl'ī à, <i>things worthy of record.</i>	

Fi'nis, *the end.*

Ella S.H.I.L.

3.5.

11





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